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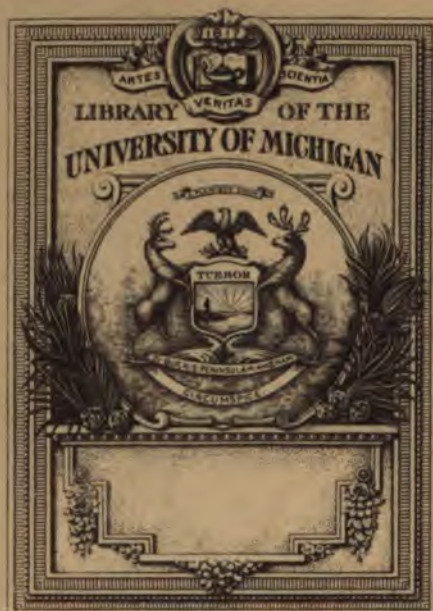
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THE GIFT OF
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SEVENTEENTH ANNUAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION

OF THE
STATE OF WISCONSIN, *Dept. of*
Public Instruction
FOR THE
YEAR ENDING AUGUST 31, 1865.

DEPARTMENT OF
PUBLIC INSTRUCTION

By JOHN G. McMYNN,
SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.:

WILLIAM J. PARK, STATE PRINTER—WISCONSIN CAPITOL OFFICE.

1866.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10, 1865.

To His Excellency, JAMES T. LEWIS,

Governor of Wisconsin :

SIR :—I have the honor to transmit herewith the Seventeenth Annual Report from this Department, including statistical information in regard to colleges, academies and seminaries, so far as reports could be obtained at this office.

To the Report an appendix is added, containing special reports from county superintendents so far as received.

I am, sir, very respectfully,

Your obedient servant,

JNO. G. McMYNN,

Superintendent of Public Instruction.

JUN 24 '35

ANNUAL REPORT.

To the Legislature of Wisconsin:

GENTLEMEN:—The following statistical statement of attendance, teachers, taxes, etc., obtained from the annual reports of county superintendents, made as required by section 98, of the school code, will present, in an intelligible manner, the principal facts relating to the public schools of the state, for the year 1865:

GENERAL STATISTICS.

Number of counties reported,.....	57
.....do.....towns reported,.....	771
.....do.....whole districts,.....	3,806
.....do.....parts of districts,.....	1,738
.....do.....districts not reported,.....	121
.....do.....parts of districts not reported,.....	60
Whole number of children over 4 and under 20 years of age,.....	335,562
Number of different pupils who attended the public schools,.....	228,067
.....do.....days' attendance of different pupils in the public schools,.....	14,681,167
Average number of days the schools were taught,.....	184½
Per cent. of attendance of number registered,.....	50
.....do.....do.....entitled to school privileges,.....	88
Number of different persons employed as teachers,.....	7,532
Average wages of male teachers per month,.....	\$36 45
.....do.....female teachers per month,.....	22 24
State fund apportioned,.....	151,816 34
Total am't expended during the year and on hand August 31,.....	1,055,101 33

The foregoing embraces the salient facts relating to our public schools for the past year. They indicate progress. For fuller information, reference may be made to the tables found in the appendix.

SCHOOL DISTRICTS.

There is a decrease in the number of districts in the state since the date of the last report of 352. This is, in part, owing to consolidation, and is, so far, a gratifying fact. Some districts have become disorganized from causes originating in the late war, and in others no schools were supported and hence no reports were made.

The policy of consolidation of districts is to be commended, and town boards of supervisors can do much to promote the interests of education by refusing to divide those at present organized, without urgent reasons. By uniting districts, when it is practicable, they diminish the per cent. of taxation necessary to support the schools, as well as strengthen them in many respects.

Hundreds of districts in the state are too small to support good schools, and hence there arises a necessity for employing the cheapest teachers, who usually teach the dearest schools. The convenience of having the school house so situated that children have to walk but a short distance in order to reach it, is a very poor compensation for a waste of time after entering it. It is far better for a child, old enough to attend school, to walk two or even three miles to reach a good school, than to walk less, if the latter involves being under the influence and instruction of a teacher whose only qualification is that he teaches cheap."

ATTENDANCE

There are 11,948 more scholars reported as attending the public schools this year than last. The whole number of members is 66 per cent. of the whole number over 4 and under 20 years of age in the state. Excluding those less than 4 and over 20 years of age, who have been registered, we find that 65 per cent. of the whole number drawing public money have attended school some part of the time.

The number less than 4 years of age who have been registered is 1,252. When we consider the fact that no child ought to attend school before he is six years of age, and that every day spent there before he is five is detrimental to him, we can but regret the ignorance on the part of parents, which this item of the reports brings to view. We have reason to believe that the number is much greater than is reported, for intelligent teachers and school officers uniformly refuse to register those less than four years of age, and hence parents who are so inconsiderate as to send their children to school thus early, are not careful in respect to the statements made as regards their age.

The reports show that 1,523 over twenty years of age have attended school some portion of the time.

The average length of time the public schools have been kept during the past year is 14 days more than it was last year. The time required by law is 66 days, and the average number of days each school has been taught during the past year is 134½, or more than twice the number required by law. This fact would seem to warrant a change in the law. Three months school is less time than is required by any other northern state as old as Wisconsin, as a condition of receiving a portion of the income of the school fund, and the same reasons, that induced the legislature to require that a school should be maintained three months, would now seem to justify a requirement of five. Seventeen years have passed since the present law was enacted, and the ability of the people to meet the expenses of education has at least quadrupled within that time, and it

is believed that a law requiring that a school shall be taught not less than one hundred days during the year, in order to entitle the district to a share of the annual apportionment of the income of the school fund, would be generally and heartily approved.

The following table shows, for each year since the present school system went into operation, (1), the total number of children in the state over four and under twenty years of age; (2), the total number having attended the public schools some portion of the year; (3), the per cent. of attendance as compared with the whole number of school age; and, (4), the average number of days schools have been taught:

YEAR.	Total number of children in the State over four and under twenty years of age.	Total number who attended school some portion of the year.	Average number in school a portion of the time, of each hundred of school age.	Average number of days schools were taught.
1849,	70,457	32,147	45	71
1850,	92,047	61,507	66	74
1851,	111,431	78,944	70	74
1852,	124,783	88,042	71	75
1853,	138,279	97,835	69	75
1854,	155,125	103,938	65	77
1855,	186,960	122,462	64	84
1856,	213,886	134,358	64	99
1857,	241,545	153,613	60	
1858,	264,077	171,885	63	122
1859,	278,871	188,477	64	121
1860,	288,984	194,357	67	136
1861,	299,133	198,443	66	132
1862,	308,056	191,366	62	109
1863,	320,965	215,163	67	120
1864,	329,906	211,119	64	120½
1865,	335,582	223,067	66	134½

From the above table it appears, that during the seventeen years covered by the reports, there has been an average of *sixty-four* out of each hundred of school age who have attended the public schools during a part of the year. The actual daily attendance cannot be accurately calculated for the past seventeen years, but for the present year it is fifty per cent: of the number registered; that is of the sixty-six pupils registered for each hundred of school age, there was an average daily attendance of *thirty-three* during the 134½ days the schools were in operation. Or to state the fact in other words, there has been an average attendance of thirty-three children in the schools during each of the 134½ days the schools were in session, for each 100 who were over four and under twenty years of age. From this it appears, that taking one day with

another, during the six months the schools are open, the number of children who are *not* in the public schools, is to the number who are, as 2 is to 1. This result would be but little modified, should the number attending private schools be taken into account.

TEACHERS.

Until 1862 there was no reliable report showing the number of teachers employed in the public schools of the state. The numbers since that year are as follows :

Year.	Males.	Females.	Total.
1862,	2,433	4,636	7,069
1863,	1,894	5,509	7,403
1864,	1,704	5,875	7,579
1865,	2,222	5,310	7,532

An increase in the number of female teachers, on account of the war, was to be expected. Still, the increase is less than was generally supposed, and there has been an increase in the number of male teachers during 1865 of 518. The demand for teachers is at present greater than the supply. Hundreds of persons possessing very limited attainments are employed, not because the people are indifferent to their qualifications, but because the school houses would be unoccupied, if only those fitted were selected as teachers.

During the past year there have been granted 7,082 certificates. Of these, 59 were of the *first grade*, 195 of the *second grade*, and 6,828 of the *third grade*; reported as follows :

	1st Grade.	2d Grade.	3d Grade.	Total.
Male teachers,	36	64	1,990	2,090
Female teachers,	23	131	4,838	4,992
Total,	59	195	6,828	7,082

The highest, or *first grade* certificate is granted on examination in Orthoepey, Orthography, Reading, Penmanship, Intellectual and Written Arithmetic, Grammar, Geography, Physiology, Physical Geography, Algebra, History of the United States, Natural Philosophy, Geometry, and Theory and Art of Teaching.

The names of those who received first grade certificates, and the counties in which they were granted are as follows :

Gentlemen.	Counties.	Ladies.	Counties.
Thaddeus Lamon,.....	Columbia.	Ellen E. Merrill,.....	Columbia.
N. E. Goldthwaite,.....	Dane, 2d District.	E. H. Hooker,.....	Dane, 2d Dist.
S. A. McWilliams,.....	Dodge,....do.....	Jennie Trowbridge,...	Dodge, 2d Dist.
H. A. Wentz,.....	Dunn.....	Eliza Sawyer,.....	Dodge, 2d Dist.
A. J. Howland,.....	Eau Claire.....	Minerva Perry,.....	Dodge, 2d Dist.
N. P. Gage,.....	Fond du Lac.....	Mattie S. North,.....	Dodge, 2d Dist.
Maurice McKenner,.....	.....do.....	L. E. Cooper,.....	Eau Claire.
R. Davenport,.....	Green.....	Augusta Kidder,.....	Eau Claire.
Conrad Matter,.....	.....do.....	Louisa J. Scribner,...	Fond du Lac.
D. C. Green.....	Jefferson.....	Laura L. Wilson,.....	Grant.
Wm. Ahem,.....	La Fayette.....	Phebe R. Rose,.....	La Fayette.
E. Parmilee,.....	.....do.....	Anna Kennada,.....	La Fayette.
J. M. Osborn,.....	.....do.....	Juliette Hollister,.....	La Fayette.
F. C. Atwell,.....	Marathon.....	Nellie Smith,.....	La Pointe.
Peter Conlan,.....	Milw'kee, 1st Dist.	Amanda Knox,.....	La Pointe.
P. R. Gannon,.....	Ozaukee.....	Annie Langton,.....	Milw'kee, 1st Dist
John Richards,.....	Portage.....	Fannie Jeffreys,.....	Milw'kee, 1st Dist
Charles Holmes,.....	Racine.....	Sarah Megran,.....	Portage.
Wm. H. McIntosh,.....	.....do.....	J. M. Swartz,.....	Racine.
N. E. Carver,.....	Richland.....	Ellen J. Merritt,.....	Rock, 2d Dist.
Irving R. Spooner,.....	Rock, 2d Dist....	Jane C. Bovee,.....	Rock, 2d Dist.
L. H. Warren,.....	Trempealeau.....	Mary M. Cox,.....	St. Croix.
J. N. Wells,.....	Waukesha.....	Mary G. Sherman,.....	Walworth.
S. M. White,.....	.....do.....	Mary C. Nelson,.....	Waukesha.
T. H. Earle,.....	Waupaca.....		
M. W. Martin,.....	.....do.....		
Wm. B. Mumbrue,.....	.....do.....		
J. M. Jackson,.....	Wood.....		

It should be observed that the teachers of schools in cities and incorporated villages are generally examined by boards of education or city superintendents, and no report of the examination is made to this office, hence the names of some of our best teachers do not appear in the above list. In some cases county superintendents have failed to report the names of those examined; this will explain the fact that less than 59 names are given in the table.

TEACHERS' WAGES.

There has been an increase in the monthly wages paid for teaching, during the past year, which shows an appreciation of, and liberality towards the teachers of our public schools. The numerous applications made to this office for well qualified teachers, show that there is a desire on the part of the people, in many of the villages, to employ and liberally

pay those who are fitted by education and experience to take charge of union or graded schools. It has been found quite impossible, however, to answer these applications favorably.

The following table shows the monthly wages paid to teachers since 1849, and the ratio of the wages of female teachers to those of male teachers :

Year.	Male.	Female.	Ratio. per ct.
1849,	\$15 22	\$6 92	45
1850,	17 14	8 97	52
1851,	17 15	8 35	43
1852,	15 88	8 64	54
1853,	18 17	9 94	50
1854,	18 75	11 00	60
1855,	28 10	12 08	52
1856,	25 38	13 80	54
1857,	24 60	15 16	62
1858,	27 02	14 92	55
1859,	22 93	14 29	63
1860,	24 20	15 30	63
1861,	23 01	14 62	63
1862,	25 82	15 82	61
1863,	27 11	16 81	62
1864,	32 89	19 48	60
1865,	36 45	22 24	61

SCHOOL TAXES.

The following is a statement of the aggregate valuations of real and personal property, and of the amounts raised for school purposes during each of the past ten years.

Year.	Aggregate valuation of property in the State.	Amount raised for School purposes.	Amount per dol. Mills.
1855,	\$87,500,000	\$90,192 57	1
1856,	150,000,000	72,604 88	$1\frac{1}{2}$
1857,	150,000,000	128,161 04	$1\frac{5}{8}$
1858,	175,000,000	147,919 56	$1\frac{5}{8}$
1859,	168,620,233	454,261 42	$2\frac{1}{2}$
1860,	184,062,536	402,765 23	$2\frac{1}{2}$
1861,	180,984,354	723,130 25	4
1862,	182,507,222	679,798 94	$3\frac{2}{3}$
1863,	153,071,773	821,859 78	$5\frac{1}{3}$
1864,	152,652,752	908,152 04	6

Until 1860 the reports of school officers were very inaccurate. The blanks were then so modified as to render the reports much more reliable.

The amount raised by taxation and received from other sources, for the support of schools during the past year, is \$1,055,101 33, as will be seen from the following summary of the financial statistics of the county superintendents' reports :

	Receipts.	Disbursements.
Taxes for building and repairing,.....	\$90,649 84	.....
Taxes for fuel and incidentals,.....	74,861 18	.....
Taxes for teachers' wages,.....	388,627 76	.....
Taxes for apparatus,.....	3,786 18	.....
Taxes for libraries,.....	1,314 01	.....
Taxes to pay old indebtedness,.....	20,390 56	.....
Income of the school fund,.....	134,148 87	.....
Taxes levied by town meetings,.....	61,804 04	.....
Taxes levied by boards of supervisors,.....	103,775 44	.....
Tuition of non resident pupils,.....	5,205 09	.....
From all other sources,.....	47,692 64	.....
For building and repairing,.....		\$86,420 05
For fuel and incidentals,.....		91,968 93
For services of male teachers,.....		189,614 89
For services of female teachers,.....		471,257 50
For apparatus, etc.,.....		4,625 60
For libraries, etc.,.....		2,111 99
For old indebtedness,.....		30,146 32
For school furniture,.....		6,992 54
For registers, records, etc.,.....		2,923 42
For all other purposes,.....		27,261 60
	\$932,255 61	\$918,222 85
Money on hand August 31, 1864,.....	122,845 72	.....
Money on hand August 31, 1865,.....	.....	130,441 35
Error in reports,.....	.....	11,487 13
	\$1,055,101 33	\$1,055,101 38

No reports relating to finances were received from the 1st District of Dodge county, nor from Burnett, Polk and St. Croix counties.

The reports forwarded by the Superintendents of Adams, Ashland, Buffalo, Calumet, Columbia, Door, Douglas, Juneau, Kenosha, Manitowoc, 1st District Milwaukee, Oconto, Pierce, Racine, 1st District Rock, Sheboygan, Vernon and Waupaca were balanced, and were therefore regarded as reliable.

The summary presented can be regarded only as an approximation towards an accurate statement of the school expenses for the past school year. In respect to one item it will be observed there is a mistake of \$17,667 47. This is in reporting the receipts from the apportionment of 1865, and yet, there is no part of the report required of the District Clerks less difficult to render properly than this. The inference from the reports rendered by County Superintendents, is, that many District

Boards do not keep their accounts in such a manner as to enable the clerks to state the sources and amount of receipts, and the objects and amount of expenditures during the year. From only eighteen of the sixty-one County Superintendents, have the financial reports been correct, or reliable. No blame can attach to the county superintendents, inasmuch as their reports are compiled from those of town clerks, and the reports of town clerks are made up of the reports of district clerks.

The latter, then, are responsible for the errors reported to this office, and without greater care and more system in keeping their accounts, nothing reliable can be known in regard to school expenses.

There has been raised during the past year by tax, for school purposes, \$2 70 for each child over 4 and under 20 years of age, and \$4 07 for each person registered as a member of the public schools.

The amount raised, divided by the average daily attendance, will show that for each person attending school $134\frac{1}{2}$ days there has been a tax of \$8 10. If the amount of tax raised for permanent improvements be excluded from the estimate, and only the amount raised for teachers' wages and incidental expenses be considered, we find the following result:

Average tax for tuition of each pupil in actual attendance, the average number of days during which schools were taught,.....	\$6 73
Average tax for tuition of each person registered,.....	3 37

Assuming the whole sum expended for educational purposes, at \$1,075,000, which is rather below than above the true amount, we find the following result:

Average amount expended for each person over 4 and under 20 years of age,...	\$3 20
Average amount expended for each person registered,.....	4 82
Average amount expended for each person in attendance during the average time schools were taught,.....	9 60

It will be observed that the tax required to support those who are registered, but who are absent a portion of the time the schools are in session is one of the largest paid by the people of the state. The direct cost of irregularity and absenteeism is about one-half the whole cost, or, in other words, fifty cents of each dollar expended for educational purposes is wasted by providing school houses and teachers for those who need but do not use them. The facts developed by our school returns will, we think, lead to the conclusion that in no other department of human labor is there such needless waste of both time and money as in the management of our public schools.

SCHOOL HOUSES AND SCHOOL HOUSE SITES.

The number of public school houses is 4,338, accommodating 241,593 pupils. The increase in number of school houses during the past year is 152. There are 370 built of stone or brick. The number having out-houses in good condition is 1,418. There are 517 still without black-boards, and only 750 are furnished with outline maps. 3,943 are not provided with clocks.

In regard to sites the reports show 3,454 containing less than one acre, and only 691 well enclosed.

The cash value of school houses is.....	\$1, 455, 322 20
The cash value of sites,.....	214, 447 86
	<hr/> \$1, 669, 770 06

There are buildings in twenty counties valued each at \$5,000 or more. The building valued highest is in Milwaukee, its estimated worth being \$21,000. In the appendix will be found more detailed information.

With increase of wealth there is a desire for better school houses in most parts of the state. The people understand that ease and comfort are essential to the progress of their children in study. During the past year many school houses were built that indicate both intelligence and taste. Most of our cities and large villages are provided with school buildings that reflect credit upon the State. In some instances these buildings are furnished in a becoming manner. The aisles are carpeted, the windows curtained and the walls adorned with maps, charts and pictures. The number of such buildings is increasing year by year. It is, however, not to be denied, that there are still in existence hundreds of buildings, of forbidding appearance, and in a dilapidated condition, used for school purposes, where children are gathered and subjected to all the pernicious influences that furniture illy constructed, rooms poorly warmed, lighted and ventilated, walls begrimed with dirt, and windows broken and uncurtained, can exert. The indifference of parents to these things is as disgraceful as it is inexplicable. The dislike that children feel toward school is too often the effect of causes that parental interest and attention could easily remove. To willingly sit and study in such school rooms as a few we have visited during the past year, would argue a degree of apathy that children, fortunately, seldom reach.

The reports received at this office show that more than two-thirds of the outhouses belonging to the public schools are in bad condition. In some instances these are entirely wanting. Providing these necessary buildings would seem to be only heeding the simplest dictates of decency. It is to be regretted that county superintendents do not possess the power of compelling district boards to remove the disgrace that the lack of these brings upon our common schools. Refinement and purity are not easily rooted out of the minds and hearts of children, but there are some assaults that it is difficult for even innate feelings to withstand.

The small number of sites that are suitably inclosed is by no means creditable to the people of the state. The influence of pleasant surroundings is understood by all intelligent people. Were our children, while at school, accustomed to planting and protecting trees and shrubbery, a taste would be developed that would produce good results in after life.

Much money is wasted in building school houses without any suitable plan from which to work. No building committee should attempt to build until they have obtained carefully prepared designs and drawings of the proposed building. These, after careful examination, may be modified so as to conform to the views of the committee. Unless the plan is

completed before work is commenced, the cost of extras will ten times exceed the cost of all the drawings necessary. Besides, many of our school houses are built by contract, and if there are no drawings, or if those provided are imperfect, the building committee place themselves completely in the power of the builder. Every architect knows that no contract can be so expressed in words without the aid of well drawn plans, as to preclude the builder from doing the work for ten percent. less than it should cost, and yet not violate the terms of agreement.

We visited several school buildings during the past summer, which cost from \$5,000 to \$20,000 each, that are so illy arranged, as regards blackboards, desks, wardrobes, recitation rooms, means of warming and ventilation, as to be comparatively unfit for school purposes, and yet an expenditure of a small sum for plans prepared by a good architect would have provided conveniences that hundreds of dollars cannot now secure. District Boards contemplating building, are invited to correspond with this Department, and such information will be given and suggestions made, as may be useful in those cases where an architect cannot be conveniently consulted.

PRIVATE SCHOOLS NOT INCORPORATED.

The number of private unincorporated schools reported is eight less than in 1864. The following statement is compiled from the reports of the present year :

Number of private unincorporated schools in the state,.....	228
Number of pupils registered who have not attended a district school during the year,.....	7, 986
Average number in daily attendance,.....	5, 854
Number of teachers employed,.....	242

The imperfect returns render a statement of the average length of time such schools were in session, impossible. Indeed, there is little reliance to be placed upon the reports in regard to this class of schools. They, as a general thing, make no reports, and not being under the supervision of any school officer, it is difficult to obtain information concerning them. All the facts relating to them, so far as known in this office, will be found in the appendix.

ACADEMIES, SEMINARIES AND INSTITUTES.

The following table embraces such facts in regard to this class of schools as have been reported :

Abstract of Reports of Academies, Seminaries, etc., for 1865.

Corporate name of Institution.	Name of place where located.	Name of Principal or Preceptress.	Date of Organization.	No. of Members of Faculty.	No. Students during year.	Number of Graduates.	Cash value of Buildings.
Albion Academy.....	Albion.....	Rev. A. R. Cornwall,	1854	9	262	7	\$15,000
Baraboo Col. Instit.,	Baraboo.....	Prof. E. F. Hobart,	1860	3	169	3	3,000
Baraboo Fem. Sem.,	Baraboo.....	Miss B. Bassett,	1856	2	56	...	2,500
Benton Fem. Acad.,	Benton.....	Regena Malquena,	1862	26	126	20	15,000
Brunson Institute, ...	Point Bluff,	Prof. G. W. Case,	1856	3	110	5	10,000
Durand Institute,...	Durand.....	Prof. J. R. Hannan,	1862	3	75	...	5,000
Evansville Seminary,	Evansville,	Rev. H. Colman,	1856	5	216	...	10,000
Lancaster Institute, ..	Lancaster,	Prof. John J. Copp,...	1857	4	230	...	2,500
Milton Academy,.....	Milton.....	Rev. W. C. Whitford,	1854	7	292	40	15,000
Oconomowoc Sem.,...	Oconomowoc,	Miss Grace P. Jones,	1856	6	50	3	4,200
Platteville Academy,	Platteville,	Prof. G. M. Guernsey,	1843	3	200	...	25,000
Waterloo Academy, ..	Waterloo,	Prof. S. A. Hall,	1852	4	60	...	...
Waukesha Seminary,	Waukesha,	Rev. M. Pope,	1864	3	29	...	...
Wesleyan Seminary,	West Eau Claire,	Prof. S. M. White, ...	1862	3	75	...	2,000
Total, .....	.....	.....	.....	81	1950	78	\$109,200

There are, probably, schools not embraced in the foregoing table that ought to have been reported. The German English Academy of Milwaukee is omitted, but it is well known to be admirably managed by its accomplished principal and efficient board of trustees. The course of study is practical, and its discipline excellent. It possesses a cabinet well arranged and sufficiently extensive for purposes of instruction, and the school is doubtless one of the best in the West.

No reports are received from the high schools, containing definite information in regard to them. They are included in the general report. There are schools of this class in Beloit, Berlin, Delavan, Fond du Lac, Janesville, Kenosha, Oshkosh, Portage, Racine and Waupun which are inferior to none in the state. It is to this class of schools and to our academies that we must look for the training that is to fit our young men for the practical pursuits of life. Every city and village ought to found

a high school as soon as practicable, to complement its primary and grammar schools, and many of the thickly settled towns of the state could, with great advantage, make provision for educating their children by founding central schools of a grade higher than the ordinary public schools.

COLLEGES AND UNIVERSITIES.

There are nine colleges and universities in the state. Each has been struggling for a right to live; and several, it is hoped, have secured it. Some are endowed, and thus give promise of future usefulness. While these endowments are small, in comparison with those of older institutions, they nevertheless show an appreciation of higher culture. A large number of those attending this class of schools are members of the preparatory departments. Until the High Schools and Academies shall fit boys to enter upon the collegiate course, the preparatory departments of the colleges cannot be dispensed with, but it is believed that the day of small things is passing away, and that the higher institutions will soon be relieved of work that does not legitimately belong to them.

The need of higher education begins to be felt by the people of the state. If our public schools are to realize the hopes indulged in regard to them, they must be energized by influences originating above and not below them. This is the law of educational development. In the past history of our state there is found little evidence of general interest in higher education. Nor is this surprising, when the social condition of a new state is considered. The first work to be done is to subdue nature, and provide for physical well being, to clear the land, to make roads, to build houses, and to provide such institutions as are indispensable to the existence of society. Education was early recognized as a prime necessity, but it was that kind of education essential to society in an undeveloped state, but, with increased wealth and diversified pursuits we may look for a wider popular sympathy with intellectual culture, and a more efficient support of higher institutions of learning. The wide spread sympathy with popular education and popular literature, which we observe, must culminate in a desire for systematic and generous culture. The opinion that our public schools can meet the educational wants of the state is both fallacious and mischievous. In them are taught those things necessary to be known by every member of the community. They do not rise above the average intelligence of the people; they are the exponents of the average at different times. They do not represent the attainments of the most advanced members of the community on the one hand, nor the ignorance and prejudice of the least advanced on the other, But society should be progressive. This implies the discovery of new truths and their application to the needs of humanity. But new truths are the result of long study and calm reflection. They are revealed to but few at first. Necessary to their discovery are libraries, museums, apparatus. These, with learned men, constitute a college or university. Opposition to institutions that afford leisure and facilities for research and study, betrays a lack of sympathy with the progress of society, as well as a want of knowl-

edge of the conditions of its advancement. It is the duty of the state to cherish and aid its higher institutions, for it thereby most effectually secures the prosperity of all. This may not be the most propitious time to consider the claims of these schools, but there is little doubt that when the time arrives, their importance to the prosperity of the state will secure for them a favorable consideration.

The following is an abstract of the reports in regard to colleges and universities returned by county superintendents:

ABSTRACT OF REPORTS OF UNIVERSITIES AND COLLEGES,

For the year ending August 31, 1865.

Corporate name of Institution.	Place where Located.	Name of President.	Date of Organization.	No. of Members of Faculty.	No. of Seniors.	No. of Juniors.	No. of Sophomores.	No. of Freshmen.	No. of Preparatory Students.	Total No. of Students.	Total No. of Graduates.	Cash value of Buildings and Grounds.	Amount of Endowment.	Amount of Revenue derived from Endowment.
University of Wisconsin,	Madison,	Rev. J. W. Sterling,	1848	9	7	6	5	24	256	297	53	150,000	157,170	10,002
Beloit College,	Beloit,	Rev. A. L. Chapin,	1843	8	20	14	18	30	120	202	89	40,000	200,000	10,000
Galesville University,	Galesville,	H. Gillsano,	1859	3	...	6	...	...	40	46	5	12,000	80,000	300
Ripon College,	Ripon,	Rev. W. E. Merriman,	1853	8	...	9	6	3	131	149	...	35,000	5,000	350
Racine College,	Racine,	Rev. James De Koren,	1852	10	...	...	...	...	120	186	...	...	...	...
Sinsinawa Mound College,	Sinsinawa Mound,	Rev. James Rooney,	1849	...	...	...	...	...	...	...	...	25,000	...	...
Lawrence University,	Appleton,	Rev. G. M. Steele,	1847	7	5	10	20	24	210	269	77	...	...	...
Wisconsin Female College	Fox Lake,	Miss C. A. Bodge,	1856	5	4	...	6	...	...	120	5	20,000	...	...
Wayland University,	Beaver Dam,	Rev. H. H. Trask,	1855	5	...	...	...	...	...	220	...	25,000	...	...
Totals,				55	36	38	55	87	877	1433	229	\$307,000	\$392,170	\$20,652

SCHOOL FUND.

The amounts belonging to the productive portion of the school fund, on the 30th day of September, 1865, were as follows :

Amount due on land sold on certificates,.....	\$675, 037 11
Amount due on mortgages,.....	289, 122 75
Amount of certificates of state indebtedness,.....	897, 000 00
Amount of state bonds,.....	103, 700 00

Fund bearing 7 per cent. interest,	<u>\$1, 964, 859 86</u>
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The condition of this fund on the 30th day of September, 1864, was as follows :

Amount due on land sold on certificates,.....	\$861, 217 50
Amount due on mortgages,.....	571, 185 90
Amount of certificates of state indebtedness,.....	516, 800 00
Amount of state bonds,.....	103, 700 00
Amount of swamp land certificates and loans,.....	66, 070 09

Fund bearing 7 per cent. interest,.....	<u>\$2, 118, 423 56</u>
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The revenue accruing to the school fund from the sales of swamp lands previous to June 1st, 1865, was, by chapter 537 of the laws of 1865, abolished; and in lieu thereof, twenty-five per cent. of the income of the normal school fund is to be annually apportioned with the income of the school fund, until such income shall reach the sum of two hundred thousand dollars. Under the provisions of the act referred to there has been transferred from the productive school fund of 1864 to the normal school fund \$248,460 00. This amount did not belong to the school fund on account of sales of school lands, but was the net proceeds of money transferred from sales of swamp and selected lands to the school fund and loaned in 1857 and 1858.

There is a decrease in the amount due on lands sold on certificates, of \$186,180 46; and in the amount due on mortgages of \$282,013 15, making \$468,193 61. This arises from payments and forfeitures exceeding the loans to individuals during the year. All loans made from this fund during the past year have been made to the state. This is indicated by an increase of \$280,700 in certificates of state indebtedness, which is \$87,493 71 less than the decrease on individual loans. Adding to this the sum of \$66,070 09 reported last year as due on swamp land loans and certificates, and we have \$153,563 80 as the decrease in the productive portion of the school fund for the past year.

If one-fourth of the normal school fund be added to the school fund, the

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total amount, the income from which will be apportioned in June next, as follows :

Amount due on land sold on certificates,.....	\$675,087 11
Amount due on mortgages,.....	289 128 75
Amount due on certificates of state indebtedness,.....	897,000 00
Amount due on state bonds,.....	108,700 00
One quarter of the normal school fund,.....	146,645 46
Total,.....	<u>\$2,118,506 82</u>

The school fund, as reported by the superintendents of public instruction for the past seventeen years, is as follows :

1849,.....	\$8,500 00
1850,.....	538,094 41
1851,.....	765,109 49
1852,.....	819,200 50
1853,.....	1,141,804 28
1854,.....	1,670,258 77
1855,.....	1,897,269 80
1856,.....	1,859,242 82
1857,.....	2,007,944 15
1858,.....	2,845,846 84
1859,.....	2,786,767 08
1860,.....	2,389,694 49
1861,.....	2,458,851 49
1862,.....	2,219,905 59
1863,.....	2,262,466 15
1864,.....	2,118,428 56
1865,.....	<u>2,118,506 82</u>

It will be seen that the fund reached its maximum in 1858, since which time it has annually decreased, except in 1861 and 1863. The loss to the productive fund has now reached \$732,340 02. Of course, this loss is not absolute. As the productive fund diminishes, the non-productive fund increases, but, there is reason to think that a large part of the apparent loss, above mentioned, is real, on account of the worthless security that loans were based upon during the first ten years of the administration of the fund. The manner of investing the trust funds of the state, at present adopted, precludes the possibility of loss, and it is hoped that not another dollar may ever be loaned to individuals. If the past shall render us wiser for the future, it will in some degree, compensate us for the humiliation, although it cannot remove the disgrace which every honest citizen feels as he reviews the early history of the common school fund of the state,

The non productive portion of the school fund consists of 16th section lands and the 500,000 acre tract.

On the 30th of September, 1865, of the lands owned by the state, the number of acres belonging to the School Fund was as follows:

	16TH SECTION.	500,000 ACRE TRACT.	Total Number of Acres.
	No. Acres.	No. Acres.	
State lands forfeited,.....	307,378 00	102,628.00	410,006.00
State lands unsold,.....	105,035.00	.....	105,035.00
State lands never offered,.....	40.00	.....	40.00
Total number of acres,.....	412,453.00	102,628.00	515,081.00

The number of acres forfeited for the year ending September 30, 1865 was 25,740.65.

The dues on forfeited mortgaged lands at the same date were \$144,758.98, and the payments on certificates during the last fiscal year amounted to \$143,089 49.

Various estimates as to the probable amount that the common school fund would ultimately reach, have, from year to year, been prepared. In 1849 the amount it would probably reach, was estimated by the Superintendent of Public Instruction, at \$5,119,985 52. In 1850 another estimate changed it to \$5,301,943 44. As late as 1858 the annual report from this department contained a carefully prepared estimate, fixing the sum at \$4,733,604 44. In 1860 my predecessor reduced this sum to \$3,234,156 96, and in his report for 1861 increased it to \$3,554,632 74, and in 1862, after a careful estimate made by the school land commissioners, the fund productive and prospective was estimated at \$3,480,196 95.

There is no doubt that these estimates were made with due care, but certainly, an estimate that would now fix the school fund, both present and prospective, at \$3,000,000 could scarcely be considered moderate. Were the dues on Forfeited Mortgaged Lands all paid, and should the fund realize \$1 25 per acre for all lands belonging to it, the amount would be but \$2,763,475 84 or little more than half the estimate of Hon. E. Root, made in 1850.

The Transactions in the School Fund for the fiscal year ending September 30th, 1865, as shown by the Report of the Secretary of State, were as follows :

	Receipts.	Disburse'mts.
Sales,.....	\$31,029 31	.....
Dues,.....	188,495 62	.....
Loans,.....	132,176 95	.....
Penalty and advertising,.....	3,471 95	.....
Fines,.....	1,692 49	.....
Taxes,.....	22,628 06	.....
U. S. for 5 per cent., due on sales of public lands,.....	148,784 06	.....
Refunded from Brown county,.....	7 86	.....
Transferred from school fund income,.....	14 00	.....
	\$528,800 80	
Adams county, delinquent tax,		\$78 63
Ashland,.....do.....		46 37
Brown,.....do.....		645 18
Buffalo.....do.....		448 12
Burnett,.....do.....		21 09
Calumet,.....do.....		1,484 78
Chippewa,.....do.....		255 83
Clark,.....do.....		198 45
Columbia,.....do.....		286 16
Crawford,.....do.....		117 08
Dallas,.....do.....		5 44
Dane,.....do.....		361 62
Dodge,.....do.....		45 18
Door,.....do.....		286 98
Douglas,.....do.....		58 58
Dunn,.....do.....		225 89
Eau Claire,.....do.....		231 71
Fond du Lac,.....do.....		112 68
Grant,.....do.....		618 85
Green,.....do.....		80 26
Green Lake,.....do.....		45 29
Iowa,.....do.....		771 79
Jackson,.....do.....		619 14
Jefferson,.....do.....		56 83
Juneau,.....do.....		110 04
Kewaunee,.....do.....		436 28
La Crosse,.....do.....		443 92
La Fayette,.....do.....		308 40
Manitowoc,.....do.....		823 40
Marathon,.....do.....		299 48
Marquette.....do.....		196 92
Milwaukee,.....do.....		128 09
Monroe,.....do.....		357 25
Oconto,.....do.....		228 75
Outagamie,.....do.....		1,690 67
Osaukee,.....do.....		10 88
Pepin,.....do.....		18 64
Pierce,.....do.....		1,593 87

TRANSACTIONS IN THE SCHOOL FUND—continued.

	Receipts.	Disbursem'ts.
Polk, county, delinquent tax,.....		\$150 80
Portage.....do.....		298 89
Racine,.....do.....		11 99
Richland,.....do.....		1,010 51
Rock,.....do.....		118 85
St Croix,.....do.....		2,308 61
Sauk,.....do.....		579 13
Shawano,.....do.....		1,163 06
Sheboygan,.....do.....		52 06
Trempealeau,.....do.....		316 69
Vernon,.....do.....		824 55
Washington,.....do.....		17 09
Waukesha,.....do.....		8 81
Waupaca,.....do.....		494 35
Waushara,.....do.....		178 05
Winnebago,.....do.....		74 96
Wood,.....do.....		163 77
Atwood & Rublee, printing and advertising,.....		1,716 09
L. M. Andrews & Co., advertising forfeited lands,.....		20 00
Bintliff & Carr,.....do.....		14 78
J. W. Blake,.....do.....		29 50
J. M. Brackett,.....do.....		28 50
Brannan & Turner,.....do.....		30 00
T. O. Brainard,.....do.....		32 14
Bliss & Otis,.....do.....		25 65
J. R. Bohan,.....do.....		8 75
J. C. Cover,.....do.....		15 75
E. Coleman,.....do.....		22 50
G. W. Carpenter,.....do.....		11 12
Carney & Stout,.....do.....		12 48
Edward Decker,.....do.....		50
W. H. Farnham,.....do.....		8 50
Gray & Davis,.....do.....		15 00
Geo. Gray & Co.,.....do.....		2 50
R. Hopkins,.....do.....		10 00
T. S. Haughawout,.....do.....		20 50
J. P. Humes,.....do.....		25 00
Jos. Harris,.....do.....		3 50
C. S. Hart,.....do.....		33 00
J. E. Ingraham,.....do.....		10 75
C. Johnson,.....do.....		19 50
Knapp, Stout & Co.,.....do.....		12 00
Leland & Bennett,.....do.....		10 50
Frank Leland,.....do.....		2 50
S. S. Luce,.....do.....		26 00
A. J. Lawson,.....do.....		7 00
D. McBride,.....do.....		27 50
W. J. Park, printing,.....		445 30
Pease & Cogan, advertising forfeited lands,.....		41 75
Robinson & Bro.,.....do.....		19 33
Reed & Hughes,.....do.....		13 00
E. D. Ross,.....do.....		32 00
Rockwell & Upham,.....do.....		42 50
H. N. Ross,.....do.....		13 15

TRANSACTIONS IN THE SCHOOL FUND—concluded.

	Receipts.	Disbursements.
C. E. & L. C. Redfield, advertising forfeited lands,.....		28 50
J. A. Smith,.....do.....		7 78
Stowers & Lockerby,.....do.....		18 00
A. C. Sanford,.....do.....		21 25
C. K. Shaw,.....do.....		12 82
Smith & Benton,.....do.....		12 50
J. A. Somerby,.....do.....		66 00
S. W. Smith,.....do.....		28 82
C. Seymour,.....do.....		27 00
Schoff, Winnegar & Co., ....do.....		19 50
J. B. & H. M. Stocking,.....do.....		20 50
R. Tompkins,.....do.....		14 01
T. L. Terry & Co.,.....do.....		12 00
Thomson & Roberts,.....do.....		26 50
H. A. Taylor & Co.,.....do.....		74 50
John Turner,.....do.....		21 91
L. A. Taylor,.....do.....		82 00
G. Van Waters,.....do.....		4 84
L. B. Wright,.....do.....		18 83
T. O. Wisner,.....do.....		24 00
C. D. Waldo,.....do.....		10 40
W. H. & J. H. Waggoner,....do.....		80 50
Loans,		480, 778 00
Refunded,.....		1, 746 79
Transferred to normal school fund,.....		14, 170 58
	528, 800 80	521, 884 19
Balance September 30, 1864,.....	3, 498 94	
Balance September 30, 1865,.....		10, 465 05
	\$581, 799 24	\$581, 799 24

The amount received from "fines collected in the several counties for any breach of the penal laws," is \$1,692 49. Attention was, in the last report from this department, directed to the fact that the additions to the school fund from this source are but a fraction of what all believe they should be. It was then suggested that "every county treasurer should, by law, be required to keep an accurate account of all moneys paid to him on account of fines, penalties and forfeitures, separate and distinct from other accounts, and of the expenses deducted by the supervisors, as authorized by section 7, chapter 121, laws of 1859, and a statement in detail should be transmitted to the state treasurer accompanying the amount paid into the state treasury. An annual report of the condition of this account should be required from every county treasurer to the state treasurer, whether the expenses incurred by the county for prosecuting for fines, etc., exceed the receipts or not."

The constitutional provision making "the clear proceeds of all fines collected in the several counties," a source of revenue to the common school fund of the state, is wise and beneficent, and the necessity of rendering it more efficient by legislation, is respectfully urged upon the attention of the legislaturc.

The five per centum of the net proceeds of sales of public lands, so long withheld by the general government on account of an unadjusted claim against the state, has been paid during the past year, and the accounts between the state and the United States have been settled. The adjustment of this claim is due to the wisely directed and persevering efforts of Attorney General Smith.

It appears that on the 31st day of December, 1862, the amount of the five per centum fund was \$250,139 11. By section 2, article X, of the state constitution this fund is set apart as a portion of the common school fund. It seems however that the United States has withheld \$101,262 33 on account of canal lands, sold by the state, the proceeds of which accrued to the benefit of the state. It would seem therefore that the state *owes* the school fund \$101,262 33, this being that part of the five per centum fund, that has been used for general purposes. The attention of the legislature is respectfully called to the subject. The amounts due the state as government lands are sold, will not hereafter be withheld, and a small increase to the school fund, year by year, may be expected.

The sum of \$2,261 39 has been paid for printing. This is done under section 20, chapter 6 of the revised statutes. The school fund ought not to be charged for the printing required for the use of the School Land Commissioners and State Superintendent, and the section ought to be amended.

Every safeguard ought to be thrown around the educational funds, and the practice of charging them with the expense of their management is one that can be defended by no valid argument.

Section 2 of article 10 of the constitution is plain on this point. It provides that "the proceeds of all lands that have been or hereafter may be granted by the United States to this State, for educational purposes, (except lands heretofore granted for the purposes of a university), and all moneys, and the clear proceeds of all property that may accrue to

"the state by forfeiture or escheat; and all moneys which may be paid
 "as an equivalent for exemption from military duty; and the clear pro-
 "ceeds of all fines collected in the several counties for any breach of the
 "penal laws; and all moneys arising from any grant to the state, where
 "the purposes of such grant are not specified; and the five hundred
 "thousand acres of lands to which the state is entitled, by the 'provis-
 "ions of an act of Congress, entitled 'an act to appropriate the proceeds
 "of the sales of public lands, and to grant pre-emption rights,' approved
 "the fourth day of September, one thousand eight hundred and forty-
 "one; and also the five per centum of the net proceeds of the public
 "lands to which the state shall be entitled on her admission into the
 "union, (if Congress shall consent to such appropriation of the two
 "grants last mentioned), shall be set apart as a separate fund, to be called
 "the school fund, the interest of which, and all other revenues derived
 "from the school lands, shall be exclusively applied to the following ob-
 "jects, to wit:

"1. To the support and maintenance of common schools in each school
 "district, and the purchase of suitable libraries and apparatus therefor.

"2. The residue shall be appropriated to the support and maintenance
 "of academies and normal schools, and suitable libraries and apparatus
 "therefor."

The provisions of the constitution are palpably violated and its re-
 quirements utterly disregarded, if the "*proceeds*" of lands granted for
 educational purposes are diverted from the original purpose of the dona-
 tion, and used to pay for printing or for any other object. The obliga-
 tion resting on the people is as clear as words can express it, and that
 portion of section 6, chapter 30, referred to can be justified neither by
 necessity, honesty nor sound policy.

SCHOOL FUND INCOME.

The following statement shows the transactions in the School Fund Income for the year ending September 30th, 1865.

	Receipts.	Disbursem'ts.
Interest on land and loans,.....	\$158, 042 47	.....
Penalty for trespass on timber lands,.....	1, 621 62	.....
Sale of dictionaries, as per chap. 41, laws '61,.....	40 60	.....
Sale of timber,.....	362 50	.....
Transfer from Swamp Land Fund Income,.....	3, 224 49	.....
Apportionment to counties,.....		\$151, 816 34
L. M. Andrews, advertising forfeited lands,.....		7 50
Atwood & Rublee, printing and advertising,.....		182 52
H. Borchenius, clerk, land department,.....		1, 000 00
J. A. Bate, chief clerk, land department,.....		1, 200 00
C. S. Boardman, clerk, protecting lands,.....		168 00
J. W. Blake, advertising forfeited state lands,.....		10 62
Brannan & Turner,.....do.....		18 28
F. O. Brainard,.....do.....		5 68
J. R. Bohan,.....do.....		5 00
J. F. Bryant, clerk, protecting lands,.....		36 78
W. C. Bradley, clerk, land department,.....		225 00
Bliss & Son, advertising forfeited lands,.....		13 68
J. T. Clark, appraising forfeited mortgaged lands,.....		30 48
J. B. Crosby, clerk, land department,.....		375 00
Carney & Stout, advertising forfeited lands,.....		15 82
C. W. Carpenter,.....do.....		5 00
W. E. & J. F. Cramer,.....		10 68
W. H. Davenport, clerk, land department,.....		491 14
G. De Witt Elwood,.....do.....		245 21
K. J. Fleischer,.....do.....		701 41
W. H. Farnham, advertising forfeited lands,.....		7 08
J. R. Gibbs, clerk, land department,.....		138 00
Gray & Davis, advertising forfeited lands,.....		5 76
J. R. Hurlbut, appraising forfeited mortgaged lands,.....		14 00
J. J. Hawley, clerk, land department,.....		574 77
E. S. Hammond, clerk, protecting lands,.....		125 00
J. R. Hume, advertising forfeited lands,.....		3 29
C. S. Hart,.....do.....		3 09
H. F. Hubbard, clerk, land department,.....		47 50
J. E. Ingraham, advertising forfeited lands,.....		8 84
Iberg & Co.,.....do.....		5 00
R. A. Jones, clerk, protecting lands,.....		229 68
C. B. Jackson,.....do.....		20 68
A. G. Knight, appraising forfeited mortgaged lands,.....		8 86
S. R. Kinney,.....do.....		14 00
A. Keyes, clerk, protecting lands,.....		386 49
Knapp, Stout & Co., advertising forfeited lands,.....		5 09
Lyon & Barts, appraising forfeited lands,.....		98 84
Frank Leland, advertising forfeited lands,.....		5 00
S. S. Luce,.....do.....		91
E. S. McBride, clerk, land department,.....		167 00
J. G. McMynn, Webster's dictionaries,.....		800 00

SCHOOL FUND INCOME—concluded.

	Receipts.	Disbursements.
H. S. Marsh, clerk, land department,.....		\$918 00
D. Malbon, clerk, protecting lands,.....		1, 416 08
A. Menges, clerk, land department,.....		400 00
W. Murphy, clerk, protecting lands,.....		183 37
R. Palmer, appraising forfeited lands,.....		6 00
W. J. Park, printing,.....		361 19
Peabody & Wing, appraising forfeited mortgaged lands,...		25 00
R. G. Pope, clerk, protecting lands,.....		44 39
James Ross, clerk, land department,.....		205 23
D. Rowe, clerk, land department,.....		800 00
Robinson & Bro., advertising forfeited lands,.....		8 75
E. D. Ross,.....do.....		5 00
Reed & Hughes,.....do.....		12 31
Rockwell & Upham,.....do.....		5 00
J. B. Redfield,.....do.....		4 59
H. N. Ross,.....do.....		7 36
A. C. Stuntz, clerk, protecting lands,.....		223 37
Smith & Benton, advertising forfeited lands,.....		5 00
J. A. Somerby,.....do.....		3 04
S. W. Smith,.....do.....		9 36
Schoff, Winnegar & Co.,.....do.....		6 25
A. C. Sandford,.....do.....		7 87
J. B. & H. M. Stocking,.....do.....		10 30
Stowers & Lockerby,.....do.....		15 03
M. Safford,.....do.....		6 12
Smith & Salomon, costs, State vs. Pomeroy,.....		32 60
D. H. Tullis, clerk, land department,.....		600 00
H. A. Taylor, advertising forfeited lands,.....		6 10
J. Turner,.....do.....		9 80
T. L. Terry & Co.,.....do.....		5 00
Thompson & Roberts,.....do.....		7 50
L. A. Taylor,.....do.....		6 25
H. A. Taylor & Co,.....do.....		7 11
G. Van Waters,.....do.....		2 59
Van Waters & Knapp,.....do.....		2 56
O. P. Williams, appraising forfeited mortgaged lands,...		30 72
Emil Walber, clerk, land department,.....		366 06
W. J. & J. H. Waggoner, advertising forfeited lands,.....		4 15
C. D. Waldo,.....do.....		7 06
L. B. Wright,.....do.....		5 00
F. O. Wisner,.....do.....		10 24
E. M. Williamson, clerk, protecting lands,.....		6 20
Refunded,.....		8, 551 26
Transferred to school fund.....		14 00
Transferred to commissioners' contingent fund,.....		68 75
Transferred to normal school fund income,.....		4, 154 71
	\$163, 281 48	177, 809 87
Balance September 30, 1864,.....	14, 936 33	.....
Balance September 30, 1865,.....	.....	407 94
	\$178, 217 81	\$178, 217 81

Of the amount disbursed, \$8,552 32 was paid for clerk hire in the land department, \$2,739 89 for protecting state lands, and \$858 60 for printing and advertising. The practice of paying for the management and custody of the School and University Funds from the income of the funds, is believed to be founded in neither justice nor sound policy.

The Constitution of the State provides, that "the interest and all other revenues derived from the school lands shall be *exclusively* applied to the support of common schools," etc. It would seem that the use of the interest and other revenues, in payment of clerk hire, protecting lands, printing, etc., is not using them for the object specified:

This constitutional provision is the foundation of our public school system. Every dollar taken from the income of the School Fund, in disregard of this provision, endangers the whole superstructure. The income is annually diminishing, as our population is increasing. Already the amount apportioned to some districts is so small as to afford no inducement to make that local effort that no other agency can arouse. Any argument that will justify the taking of a part will apply to the whole. If it were just and becoming for the State to charge the income of an educational trust fund for guarding and investing it, the difficulty of determining the ratio of expense thus incurred to the expenses of the State would be a sound and strong objection to the policy. The tendency is to charge the income of the trust funds with all the expenses that can legitimately be traced to them, and there is more attention given to the disbursements from the general fund than to those that the people less directly feel. Were the policy of the state so changed as to increase the principal and protect the income of all its educational funds, it is believed that the general prosperity would be promoted.

APPORTIONMENT FOR 1865.

On the 14th day of June an apportionment of the income of the school fund was made to the towns and cities of the state. The amount per scholar for all persons over four and under twenty years of age was 46 cents.

The amount apportioned was \$161,816 84, a statement of which in detail will be found in the appendix, table No. 1.

The apportionments from 1849 to 1865, inclusive, are shown by the following table :

Years.	No. of Children.	Apportionment.
1849.....	70, 457	
1850.....	92, 047	8 8-10 cents per scholar.
1851.....	111, 481	50.....do.....
1852.....	124, 788	48.....do.....
1853.....	138, 279	45.....do.....
1854.....	155, 125	72.....do.....
1855.....	186, 960	80 5-10.....do.....
1856.....	213, 896	70.....do.....
1857.....	241, 545	66.....do.....
1858.....	264, 977	75.....do.....
1859.....	278, 871	64.....do.....
1860.....	288, 984	64.....do.....
1861.....	299, 782	82.....do.....
1862.....	308, 656	50.....do.....
1863.....	320, 965	44.....do.....
1864.....	329, 906	47.....do.....
1865.....	335, 582	46.....do.....

The apportionment of each year is made upon the report of the previous year.

The amount apportioned, for any year, will therefore be found by multiplying the number of children reported the preceding year, by the number of cents per scholar apportioned that year.

COST OF INSTRUCTION.

The following table shows the average tax levied for school purposes per scholar ; the amount expended for each person of school age, including the school fund income ; and the amount expended for each scholar in attendance during the past sixteen years :

Year.	Average tax per scholar for school purposes.	Am't expended for each scholar of school age.	Am't expended per scholar in attendance.
1849.....	\$1 08	.....	.....
1850.....	1 23	\$1 31	\$1 95
1851.....	1 55	2 05	2 98
1852.....	1 34	1 82	2 56
1853.....	1 25	1 70	2 46
1854.....	1 96	2 68	4 12
1855.....	1 79	2 59	3 98
1856.....	2 13	2 83	4 42
1857.....	2 33	2 99	4 98
1858.....	2 29	3 04	4 82
1859.....	2 33	2 97	4 64
1860.....	2 36	3 00	4 48
1861.....	2 42	2 74	4 21
1862.....	2 31	2 81	4 40
1863.....	2 11	2 55	3 80
1864.....	2 49	2 96	4 62
1865.....	2 70	3 16	4 70

TRAVEL, &c.

During the past year I have attended institutes at Portage City, Fond du Lac, Boscobel, Black River Falls, Mauston, Wilmot, West Bend, Burlington and Elkhorn. Addresses have been delivered at various places, and schools have been visited, so far as time would permit. The number of schools is so great that but a few, comparatively, can be visited during the year. In my intercourse with teachers and school officers, I have found them earnestly desiring to co-operate in all measures tending to promote the interests of education. I desire to acknowledge the uniform kindness and courtesy of the people extended towards me while visiting the various parts of the state.

The number of appeal cases decided since the date of my last report is thirteen. This is a less number than during any previous year since the establishment of our school system. The number has diminished, year by year, since the office of County Superintendent was created.

WEBSTER'S DICTIONARY.

By authority of chapter 172, general laws of 1865, one hundred copies of Webster's Unabridged Dictionary have been purchased of Messrs G. & C. Merriam, Springfield, Mass. The number distributed since the date of the last report is 69, and the number now on hand is 99. No appropriation for the purchase of Dictionaries for distribution during the next year, is necessary. The number on hand will, it is believed, meet all applications.

The following is a statement of the number distributed :

Adams,	1
Buffalo,	2
Calumet,	3
Clark,	2
Columbia,	1
Dane,	2
Dunn,	1
Dodge,	2
Door,	1
Douglas,	2
Fond du Lac,	1
Grant,	7
Green,	2
Iowa,	1
Jackson,	1
La Crosse,	4
La Fayette,	3
Manitowoc,	2
Marquette,	2
Monroe,	3
Oconto,	1
Outagamie,	2
Ozaukee,	1
Pepin,	3
Pierce,	3
Polk,	1
Portage,	1
Richland,	1
Rock,	3
St. Croix,	1
Sauk,	1
Sheboygan,	1
Vernon,	3
Waukesha,	1
Waupaca,	2
Waushara,	1
<hr/>	
69	
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Of the above number seven have been sold to districts to replace those lost by fire or theft, the remainder have been distributed to new districts heretofore unsupplied.

The account stands as follows :

On hand December 10, 1864,.....	68
Number purchased,.....	100
Total,.....	168
Number distributed,.....	69
Remaining on hand December 10, 1865,.....	99

TEXT BOOKS.:

The following books have been examined, and they are recommended in accordance with the requirements of section 63, chapter 10, Revised Statutes.

Desirable as uniformity in text books is, it is unattainable under existing laws. The competition amongst publishers of books, and the little difference that exists between the various rival series, together with the plausible representations made by agents of publishing houses, and the strange credulity of many District Boards and Teachers, all tend to promote changes in text books, that are as frequent as they are needless.

There is seldom need of a change when uniformity exists, and it ought never to be made by the District Board without great care and deliberation. When a change is made, both teachers and parents should be required to conform to the action of the Board.

Orthography.

WATSON'S Phonetic Tables.

The National Pronouncing Speller.

Spelling should be taught in connection with every school exercise. Lessons can be selected by teachers from the reading books, or from any other book used at recitation.

WRIGHT'S Analytical Orthography.

SANDERS' Analysis.

These are useful in studying the elementary sounds as well as the parts of written words.

As authority in spelling, pronunciation and definitions,

WEBSTER'S Unabridged Dictionary (edition 1864) is earnestly recommended.

Reading Books.

McGUFFEY'S Readers.

PARKER and WATSON'S Readers.

SANDERS' Union Readers.;

WILLSON'S School and Family Readers.

An objection to all these series is that each contains from five to seven books. District boards will find it advantageous to select from different series four books as a series adapted to the wants of their respective schools. Two for the primary class, one for the more advanced and another for the highest class, will answer for most of our district schools.

Arithmetics.

STODDARD'S Intellectual Arithmetic.
RAY'S, DAVIES' or ROBINSON'S Practical Arithmetic.
RAY'S Higher Arithmetic.

The latest editions of the works on practical arithmetic should be used, as they have been carefully revised by practical teachers.

Penmanship and Book Keeping.

SPENCER'S Writing Books.
BRYANT & STRATTON'S Common School Book Keeping.
BRYANT & STRATTON'S High School Book Keeping.

Histories.

GOODRICH'S First Book of History, (Peter Parley).
GOODRICH'S History of the United States.
WEBER'S Outlines of History.

History should be taught *orally* in every primary school, and in schools of every grade, where classes are not formed and formal instruction given.

Geographies.

WARREN'S Geographical Charts.
MITCHELL'S Outline Maps.
WHITE'S Class Book of Geography.

The latter is designed to accompany the outline maps. No Primary Geography is recommended, as all instruction in this subject in the primary schools should be *oral*.

McNALLY'S Geography.
MITCHELL'S Geography.

These are extensively used and adapted to common schools.

The Comprehensive Geography, (Allen & Shaw).

This work embraces all that can be taught on the subject in most schools, and is worthy of the attention of District Boards.

English Grammars.

KERL'S Common School Grammar.
GREENE'S Grammar.
BROWN'S Grammar.

No primary work is recommended. Children should be taught to *speak correctly*, but the *science of language* cannot be taught in a primary school.

Composition.

LILIENTHAL'S Things Taught.
QUACKENBOS' Composition.
WILSON'S Treatise on Punctuation.

Natural Science, etc.

WELLS' Natural Philosophy.
STOCKHARDT'S Chemistry.
LOOMIS' Physiology.
GRAY'S Botany.
OLMSTED'S Astronomy. (Common School Edition).
LOOMIS' Geology.
WARREN'S Physical Geography.
WAYLAND'S Political Economy.
CHAPMAN'S Agricultural Chemistry.

Mathematics.

RAY'S Algebras.
ROBINSON'S Geometry and Trigonometry.
OLMSTED'S Natural Philosophy. (University Edition).
ROBINSON'S Astronomy. (University Edition).

Mental and Moral Science.

WAYLAND'S Intellectual Philosophy.
WAYLAND'S Moral Science.
WHATELY'S Logic.

Cowdery's Moral Lessons is recommended to teachers of all grades of schools, as suggestive as well as instructive.

Books of Reference.

WEBSTER'S Unabridged Dictionary, (Edition 1864).
FOWLER'S English Grammar.
TRENCH'S Study of Words.
LIPPINCOTT'S Gazetteer of the World.
URE'S Dictionary of Arts.
ANTHON'S Classical Dictionary.
APPLETON'S Cyclopedia of Biography.
CHAMBERS' Encyclopedia; or,
APPLETON'S New American Cyclopedia.
3SUPT.

Books for Teachers.

BARNARD'S Papers for the Teacher.
 PAGE'S Theory and Practice of Teaching.
 EMERSON'S School and Schoolmaster.
 CALKINS' Object Lessons.
 LEWIS' Gymnastics.
 HERBERT SPENCER on Education.
 JOHONNOT'S Country School Houses.
 WELLS' Graded Schools.

COUNTY SUPERINTENDENCY.

The law creating this office was passed in 1861, and has therefore been in operation four years, a time sufficient to enable us to form an opinion of its worth and utility. Our experience has not been unlike that of other states. The beneficial results of the present system are seen in better school houses, better methods of instruction, and more harmony of action among the people in managing school affairs. If, in some cases, reasonable expectations have not been realized, the fault is justly chargeable upon the people themselves. It sometimes happens, that through political influence, incompetent men are nominated and elected, or competent men are not retained in office, but no system can be devised that will not depend upon the intelligence of the people for its efficiency.

Were it possible to secure the services of a school officer in each town, who should be well qualified to perform the duties of Superintendent, it might be desirable to endeavor to secure a more direct and thorough supervision than at present exists, but there are few towns in the state where this could be done.

That the supervision is now more thorough, systematic and useful, than before the present system was adopted, very few persons will deny. Could the "Township District System" be adopted to *supplement* rather than supersede the County Superintendent System, we should secure coherency and increased efficiency throughout our common school system.

A meeting of county and city Superintendents, called by the State Superintendent, was held at Whitewater, August 2d, 1865. The following report of the proceedings embraces all of general interest:

The meeting was called to order by the State Superintendent, and J. K. Purdy was chosen Secretary.

The roll of Superintendents was called, and the following reported present:

D. W. Rosenkrans, Columbia county.
 A. B. Prentice, 1st district, Dane county.
 S. L. Hooker, 2d district, Dane county.
 E. M. Parmalee, 2d district, Dodge county.
 D. G. Purman, Grant county.
 J. K. Purdy, Jefferson county.
 E. Graham, Kenosha county.
 H. A. Richards, 1st district, Rock county.

A. Whitford, 2d district, Rock county.
 J. W. Morley, Sauk county.
 Hartwell Allen, Vernon county.
 O. R. Smith, Walworth county.
 A. D. Hendrickson, Waukesha county
 S. H. Peabody, Racine city.
 F. C. Pomeroy, Milwaukee city.
 H. A. Forbes, Sheboygan county.
 S. D. Gaylord, Sheboygan city.

Hon. J. G. McMynn brought the subjects for consideration before the Association in the following address:

"GENTLEMEN.—It affords me great pleasure to meet you on the present occasion. I trust that your deliberations will be beneficial to the State, for I know that you will consider the questions that may be brought before you with calmness, candor and sagacity. Among the topics deserving your attention are

"1. *The Examination of Teachers* This is so prominent and important a part of your official duty that it is very desirable that general principles should be recognized, and methods of proceeding agreed upon, so far as the varying circumstances of different localities will admit of agreement.

"2. *The Normal School Policy of our State.* With a Normal School Fund of over \$575,000, and 450,000 acres of land, and an income, at the present time, of at least \$30,000 per annum, it is very important that the results of your observation and experience should be made available in guiding the Board of Regents of Normal Schools in the difficult work of making provision for the better education of teachers.

"3. *The Subject of Monthly Reports.* A judicious system of reports is so essential to every department of business that your attention is called to this subject with a hope that some forms embracing what is necessary and general, and providing for what is local and special, may be presented and adopted.

"4. *The Awakening more Interest among the People.*—While we may reasonably hope that more attention will be drawn to the part that general education has played in the late struggle for the national life, yet, it is believed that much good may be done by some systematic effort on the part of school officers and teachers to call individual attention to the nature, scope and claims of the public school. This can be accomplished through the medium of the newspaper and educational tract.

"While other topics will suggest themselves, these are believed to be worthy your special attention, and I would request for them your careful and earnest consideration."

Superintendent Peabody offered the following resolution:

"*Resolved*, That so much of the address of the Chairman of this Convention as relates to "Examination of Teachers," the "Normal School Policy of the State," "Monthly Reports," and "The Means of Securing Greater Interest in Education," be referred to a committee of three, who shall nominate committees of two, and assign to each one of these committees a topic on which to report; the action of said committee of three to be subject to the approval of the Convention."

The resolution passed, and Messrs. Peabody, Rosenkrans and Hendrickson were appointed said committee.

The committee of three made the following report on sub-committees:

"On 'Examination of Teachers,' Messrs. Pomeroy and Rosenkrans: 'Normal School Policy,' Messrs. Smith and Whitford; 'Monthly Reports,' Messrs. Purdy and Prentice; 'Securing Interest in Education,' Messrs. Hooker and Morley."

The convention adjourned to eleven o'clock on Thursday morning.

THURSDAY, 11 o'CLOCK A. M.

The Convention was called to order, the Hon. J. G. McMynn in the chair.

The committee on the "Normal School Policy of the State" submitted the following report:

"WHEREAS, Normal Schools are an essential part of every system of Public Instruction; and,

"WHEREAS, The Legislature of this State, at its last session, did, with singular wisdom, make liberal provision for their support; therefore,

"Resolved, 1. That a system of Normal Schools for the training of teachers is an indispensable necessity to the progress of education in this State.

"2. That the experience of other countries, as well as our own, proves that Normal Schools cannot be engrafted upon or made subordinate departments of other institutions of learning.

"3. That several Normal Schools properly located in different parts of the State, and each maintained at moderate expense, would be more efficient and economical than one State Normal School, however liberally supported.

"4. That our Normal Schools should be organized and conducted with special reference to the training of teachers for the Public Schools of the State, and as a means to this end there should be established, in connection with each Normal School, one Model School, in which all teachers may put in practice the knowledge gained by them through study."

Mr. Morley moved the acceptance of the report. Carried.]

Mr. Rosekrans moved the adoption of the first resolution. After some explanatory remarks by the mover the resolution was adopted.

A motion was made by Mr. Craig to adopt the second resolution. After discussion by Messrs. A. Whitford, Gaylord and McMynn, the motion was carried.

The meeting then adjourned to meet at 2 p. m., in Montague's law office.

2 o'CLOCK, P. M.

The meeting was called to order by the Chairman, and the roll of Superintendents called and corrected.

A motion was made to adopt the third resolution. It was discussed by Messrs. Peabody, Pomeroy, Rosenkrans and Gaylord.]

Mr. Gaylord offered the following substitute:

"Resolved, That it is the opinion of this convention that the interests of the State will be subserved by the establishment of at least two Normal Schools, located in different parts of the State."

After further discussion by Superintendent Morley, Prentice, Graham and Smith, and explanations of the State Superintendent on the origin and amount of the Normal School Fund, the vote was taken by call of the roll, with the following result:

AYES—Superintendents Rosenkrans, Prentice, Parmalee, Hooker, Purman, Purdy, Allen, Hendrickson, Richards, Gaylord—10.

NOES—Superintendents Graham, Whitford, Morley, Smith, Peabody, Pomeroy—6.

The fourth resolution was unanimously adopted.

On motion, all of the resolutions as amended were unanimously adopted, as the sense of this Convention.

Superintendent Smith offered the following resolution:

"WHEREAS, The necessities of our Public Schools demand, on the part of those who have in charge their interests, increased effort and greater uniformity of measures and concert of action; and,

"WHEREAS, They can be in a great measure secured by a more general interchange of views and opinions on the part of School Superintendents of the State; therefore,

"Resolved, That the State Superintendent of Public Instruction be requested to call a convention of School Superintendents, at such time and place as he may think proper, and take such measures as he may deem best, to secure a general attendance at such convention."

After remarks made by Messrs. Rosenkrans, McMynn and others, the resolution was adopted.

D. W. Rosenkrans, chairman of the committee on "Examination of Teachers," submitted the following report :

"The committee to whom was referred so much of the President's address as relates to 'Examination of Teachers,' beg leave respectfully to report :

"That, in their opinion, this subject is in importance second to none, so far as its practical bearing on the immediate interests of the Common School System of the State is concerned. The utility and necessity of a system of examinations, and that such examinations should be as thorough and practicable as possible, is admitted by all.

"The system of public written and oral examinations, adopted under our present School Code, and now in general use by the County Superintendents in the several counties of the State, we believe to be most nearly correct in principle of any system of examinations with which we are acquainted, although as yet but imperfectly developed and carried out in many cases. We would therefore propose the following resolutions :

"Resolved, That this convention does not deem advisable, at present, any radical change in our present system of examination for teachers of Common Schools, but would recommend that each Superintendent should endeavor to improve and perfect his application of the principles sought to be embodied in that system.

"Resolved, That the standard of relative attainments to be required of each person examined for certificates of the 3d, 2d and 1st grades, respectively, should for the present remain as heretofore fixed, viz ; at 5, 6 or 7 in each branch, on a scale of 10, leaving it to each Superintendent to fix the standard in his own county as much above the minimum as the state of advancement in such county will admit.

"D. W. ROSENKRANS,

"F. C. POMEROY,

Committee.

Report accepted. Superintendent Smith moved its adoption. Discussed by Messrs. Morley, Rosenkrans and Prentice. Adopted.

The Committee on Monthly Reports submitted the following :

"WHEREAS, It is necessary to have a more direct and thorough accountability of teachers to their Superintendents, thereby stimulating them to greater efforts to keep up the interest and show the progress in their schools, and, in a secondary degree, to influence the pupils and parents to the same end ; and,

WHEREAS, Statistics are desirable whereby the Superintendents may compare the degree of interest excited by teachers in the same and different schools, as well as to show the relative educational interest in different portions of the State ; therefore

Resolved, That a system of Teachers' Monthly Reports to County Superintendents ought to be adopted. That, for the sake of comparison, they should be uniform in different counties. That a committee of three, of which the State Superintendent shall be chairman, be appointed to perfect such a system of Reports, with books to record the same, as shall be best adapted to secure these ends.

"J. K. PURDY,

"A. B. PRENTICE,

Committee.

Report accepted. Motion to adopt discussed by Messrs. Rosenkrans, Peabody and others. Carried.

Letters were read by the President from Superintendents Jackson, of Crawford county ; Warren, of Door ; Benjamin, of Dunn ; Green, of Green ; Wells, of Jack-

son; Benjamin, of Marquette; Alban, of Portage; Gilfillan, of Trempealeau, and Clark, of Polk, regretting inability to be present, and sympathizing with the objects of the Convention.

Voted that when the Convention adjourns, that it adjourn to meet at 8½ o'clock, Friday morning.

A motion was made and carried that the State Superintendent issue a circular to the District Clerks, through the County Superintendents, to be read by the Clerks at the next annual school meeting.

FRIDAY MORNING, 8½ O'CLOCK.

The Convention was called to order by Hon. J. G. McMynn.

Some discussion on matters of general interest to Superintendents followed, when the Convention adjourned *sine die*.

J. K. PURDY, *Secretary*.

STATE TEACHERS' ASSOCIATION.

The association held its thirteenth annual meeting at Whitewater, commencing August 1st and continuing in session four days, Rev. W. C. WHITFORD, Principal of Milton Academy, presided.

Lectures were delivered by,

Rev. W. ALEXANDER, on "*Study*."

Rev. W. C. WHITFORD, on "*The Intellectual culture of Work*."

Rev. G. ANDERSON, on "*Utility in Education*."

Rev. J. McNAMARA, on "*School Discipline*."

Senator T. O. HOWE, on "*The necessity of a more Extensive Education for the Welfare of the State*."

Prof. E. SEARING, on "*Educational Fallacies*," and

Prof. E. H. MERRILL, on "*The End of Learning*."

The following resolutions were adopted:

"Resolved, That the Association do earnestly urge upon all teachers of reading, greater attention to the culture of the voice, and in order to secure this, it is recommended that the spelling of a portion of the words of each lesson by using the phonetic elements instead of the letters, be made a frequent exercise in all our schools.

"Resolved, That the hearty thanks of the Wisconsin Teachers' Association are hereby tendered Senator Howe, for his profound and eloquent address.

"Resolved, That the executive Committee be and hereby are requested to procure the publication of Senator Howe's address in a neat pamphlet form, if it can be obtained, and to take such steps as shall secure its general circulation, and said committee are hereby authorized to use, for this purpose, such part of the money in the treasury of the Association, as they may deem proper.

"WHEREAS, Normal Schools are an essential part of every system of Public Instruction, and

"WHEREAS, the Legislature of this State, at its last session, did, with singular wisdom, make liberal provision for their support, therefore, Resolved,

"1. That a system of Normal Schools for the training of teachers is an indispensable necessity to the progress of education in this State.

"2. That the experience of other countries, as well as our own, proves that Normal Schools cannot be engrafted upon or made subordinate departments of other institutions of learning.

"3. That several Normal Schools, properly located in different parts of the State, and each maintained at moderate expense, would be more efficient and economical than one State Normal School, however liberally supported.

"4. That our Normal Schools should be organized and conducted with special reference to the training of teachers for the Public Schools of the State, and as a means to this end there should be established, in connection with each Normal School, one Model School, in which all teachers may put in practice the knowledge gained by them through study.

Resolved, That this Association memorialize the Legislature to pass an act requiring School Districts to fence their School House Lots and put them in good order.

WHEREAS, No provision is made by law for the support of County Institutes, and, whereas, in such Institutes are to be found the only means for normal instruction for the current year, therefore be it

Resolved, That this Association request the Board of Normal Regents, if it has the power, to devote ten per cent. of the income of the Normal Fund for the current year, to the support of Normal Institutes in as many counties as they may deem practicable.

Resolved, That we acknowledge our dependence upon God, our Father, for all our mercies and blessings, and that we recognize with grateful hearts his preserving and protecting care in bringing us together again in this our thirteenth annual meeting.

Resolved, That, in common with all classes of our fellow citizens, we deeply mourn the death of our late beloved President, Abraham Lincoln; that we recognize in his assassination the crowning perfidy and guilt of a rebellion the most wanton, wicked and causeless the world ever saw; and that we will labor with renewed zeal and energy to so extend schools that we shall secure the universal education of our people, and thus prevent the recurrence of so disastrous a revolt against good government, liberty and law.

Resolved, That we believe it to be the imperative duty of our Legislature to take immediate and liberal measures to provide for the maintenance and education of the destitute children in our state, made orphans in our great national struggle.

Resolved, That the sincere thanks of the members of this Association are hereby tendered to the citizens of Whitewater for the generous hospitality and thoughtful courtesy shown us during our stay in their beautiful village, and that we will carry with us to our several homes, and long retain pleasant memories of this meeting.

"Also, to the Rev's. W. Alexander, G. Anderson and J. McNamara, and Prof.'s E. Searing and E. H. Merrill, for the interesting and valuable lectures and addresses delivered by them:

"Also to the Mil. & Pr. du C., Chi. & N. W., Chi. & Mil., and Racine & Miss. Railroads, for free return passes from this meeting;

"Also to the officers of the Association for the prompt, impartial, and efficient manner in which they have discharged the duties pertaining to their responsible positions."

The attendance of teachers and citizens was large, and the discussions were profitable.

The Teachers' Association is a powerful agency in advancing our educational interests. Among its members are found the teachers of ability and experience, and the resolutions passed by them are deserving of attention and consideration.

TEACHER'S INSTITUTES.

Teacher's Institutes have been held in thirty-one counties during the past year. County Superintendents are required by section 92 of the School Code, "to organize and conduct at least one institute for the instruction of teachers in each year." There is reason to believe that this provision of law has been disregarded in about one-half the counties.

ABSTRACT OF THE REPORTS OF TEACHERS' INSTITUTES FOR 1885.

Names of Counties.	Where held.	When held.	By whom conducted.	Number of teachers present.	Names of Lecturers.
Adams,.....	Pt. Bluff,.....	Sept. 6,.....	J. C. Yocum,.....	6	J. Wotring.
Columbia,.....	Portage City,.....	Sept. 27 to Oct. 5,.....	{ J. G. McMyrn and J. C. Pickard,.... }	60	
Crawford,.....	Mt. Sterling,.....	Oct.	{ O. Jackson and M. Philbrick,.... }	.....
Dane, 1st District,.....	Marshall,.....	Oct. 17 to 19,.....	A. B. Prentice,.....	30	
...do...2d.....do.....	Maxomaniac&Oregon	S. L. Hooker,.....	{ C. H. Allen and J. B. Pradt, E. G. Benjamin, M. James, T. C. Golden and J. Harrington.
Dunn,.....	Menomonee,.....	Oct. 9 and 10,.....	E. G. Benjamin,.....	7	{ J. G. McMyrn, O. C. Steenburg, R. Z. Mason and Wm. E. Merriman. J. J. Copp. J. H. Terry. Luther Dixon. A. W. Barber. D. Gray Purman. J. T. Mills. J. G. McMyrn. A. R. Bushnell. J. Schum. G. W. Christie. E. L. Reed. A. Wilson. Geo. D. Wilber. E. B. Miner.
Eau Claire,.....	Eau Claire,.....	April 18 to 21,.....	A. Kidder,.....	80	
Fond du Lac,.....	Fond du Lac,.....	April 8 to 9,.....	{ I. N. Cundall and J. C. Pickard,.... }	217	
Grant,.....	{ Lancaster,..... Platteville,..... Boscobel,..... }	{ Dec. 27 to 30,..... April 10 to 18,..... Aug. 28 to Sept. 8,.... }	{ J. G. McMyrn,..... D. Gray Purman,.... }	{ 36 76 70	
Green Lake,.....	Dartford,.....	Oct. 31 to Nov. 3,.....	N. C. Holt,.....	14	{ A. Wilson. Geo. D. Wilber. E. B. Miner.
Iowa,.....	Dodgeville,.....	Oct. 16 to 20,.....	A. Wilson,.....	80	

Jackson,.....	Black River Falls,...	Nov. 2 to 6,.....	J. K. Hoffman,.....	20	{ Z. R. Ward. J. G. Wells. C. C. Pope.
Juneau,.....	Mauston,.....	Aug. 29 to Nov. 28,....	G. P. Kenyon,.....	60	
Kenosha,	Bristol,	Oct. 10 to 20,.....	{ R. Graham,..... S. D. Gaylord,.... }	40	{ F. Newell. A. Van Wyck. S. D. Gaylord.
La Crosse,.....	West Salem,.....	Oct.,.....	F. A. Moore,.....	33	{ R. D. Thomas. F. A. Moore.
La Fayette,.....	{ Darling,..... Fayette,	April 5 to 18,.....	G. W. Lee,.....	33	G. W. Lee.
Oconto,.....	Gradiot,	Sept.,.....	J. G. McMynn,.....	18	J. G. McMynn.
Ozaukee,.....	Shullsburg,.....	Oct. 15,.....	{ F. W. Horn and P. R. Gannon,.... }	6	P. R. Gannon.
Pierce,.....	Cedarburg,.....	April,.....	Charles Thayer,.....	36	{ R. L. Reed. T. B. Rogers. C. Thayer.
Polk,.....	Prescott,.....	April,.....	R. H. Clark,.....	20	{ J. W. Miller. Wm. McKinley.
Portage,.....	Oscola Mills,	Aug. 29 to Sept. 8,....	J. G. McMynn,.....	40	{ B. Brett. Rev. Fish.
Racine,.....	Plover,.....	Oct.,.....	J. G. McMynn,.....	45	{ J. G. McMynn. J. G. McMynn.
Richland,.....	Burlington,.....	Oct. 17 to 21,.....	Wm. C. Wright,.....	42	{ E. B. Law. J. B. Pradt.
St. Croix,.....	Richland Center,....	Oct.,	A. H. Weld,.....	115	{ Wm. C. Wright. Messrs. Miller and Thorp.
Sauk,	Hudson,.....	Sept. 25 to 29,.....	{ J. Lovewell and I. W. Morley,.... }	40	{ J. Lovewell. C. F. Viebahn.
Sheboygan,	Prairie du Sac,.....	Oct.,	H. A. Forbes,.....	30	{ I. W. Morley.
Walworth,.....	Cascade,	Aug., 22 to 26,.....	J. G. McMynn,.....	62	{ J. G. McMynn. J. Delafield.
Washington,.....	Elkhorn,.....	Oct. 2 to 6,.....	J. G. McMynn,.....	38	J. G. McMynn.
	West Bend,.....				

ABSTRACT OF THE REPORTS OF TEACHERS' INSTITUTES—concluded.

Names of Counties.	Where held.	When held.	By whom conducted.	Teachers Present.	Names of Lecturers.
Waukesha,.....	Waukesha,.....	Oct. 10 to 18,.....	J. G. McMynn,.....	118	{ J. B. Williams. R. Spencer. Prof. Badger. W. Alexander. Prof. Ure. M. Hesley. J. G. McMynn.
Waupaca,.....	Waupaca,.....	Oct. 6 to 9,.....	J. K. & D. McGregor	27	{ J. W. Harris. Rev. Mr. Ames. W. R. Alban. G. F. Witter.
Winnebago,.....	Appleton,.....	September,.....	J. G. McMynn,.....	10	
Wood,.....	Grand Rapids,.....	Sept. 15 to 25, and March 20 to 31,.....	{ G. F. Witter,..... J. W. Harris,..... J. H. Jackson,.....	.....

A law making some provision for defraying the necessary expenses of institutes, would, it is believed, be generally approved by the people. A small appropriation from the Normal School Fund, granted on condition that a County Teachers' Association shall be organized, and an institute held, of not less than five days session, and attended by not less than thirty persons engaged in teaching and holding certificates of qualification, would incite school officers and teachers to make greater effort than can reasonably be expected under existing circumstances.

Several years must elapse before our normal schools can be in efficient and successful operation, and, in the meantime, we can find no more suitable substitute than these institutes.

STATE NORMAL SCHOOLS.

By an act of the last Legislature, entitled "an act to dispose of the Swamp and Overflowed Lands, and the proceeds therefrom," the "Normal School Fund" was created. This act repealed all the provisions of law then existing which directed "the application and use of the Swamp and Overflowed Lands of this State, and of the lands selected in lieu of Swamp and Overflowed Lands, and of the moneys received on sale of such swamp and selected lands, and of the moneys received from the United States in lieu of swamp lands, for the purposes of drainage and for supporting Common Schools, Normal Schools and Academies." The lands and moneys held by the State were divided into two equal parts; one to be called the "Drainage Fund," and the other the "Normal School Fund."

Section 5 of this act provides that the income of the Normal School Fund shall be applied to establishing, supporting and maintaining Normal Schools under the direction and management of the Board of Regents of Normal Schools; *provided*, that twenty-five per cent. of said income shall be annually transferred to the School Fund Income, until the annual income of the School Fund shall reach the sum of two hundred thousand dollars."

By reference to the report of the School Land Commissioners it will be seen that the division was made, as required by law, and that the "Normal School Fund," consisting of land and productive items, (one acre of land being regarded as equivalent to one dollar), was as follows :

Swamp Lands, subject to the claim of the Drainage Fund for \$18,819 48	
to be paid from first sales,.....(acres),	475, 148. 37
Dues on Swamp Land Certificates, (or contracts),.....	\$125, 768. 87
Selected Lands,.....(acres),	29, 446. 99
Dues on Selected Certificates, (or contracts),.....	\$4, 196. 00
Drainage Fund Loans,.....	69, 668. 00
Swamp Land Fund Loans,.....	72, 000. 00
Cash, balance Swamp Land Fund, (moneys received in lieu of Swamp Lands included),.....	62, 406. 33
Cash, balance Drainage Fund,.....	6, 581. 74
Lands forfeited to State on Drainage Fund Mortgages,.....	8, 374. 25
Lands forfeited to State on School Fund Mortgages,.....	26, 251. 00
School Fund Loans,.....	248, 460. 00
Total,.....	<u>\$1, 128, 246. 00</u>

The amount belonging to this Fund, which is productive, was, on the 30th day of September, 1865 :

Amount due on Certificates for lands sold,.....	\$180, 547 87
Amount due on mortgages,.....	186, 084 00
Amount due on bonds and certificates of indebtedness,.....	278, 000 00
	<hr/>
	\$594, 681 87
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It will be seen that the income of this Fund for the current year will amount to the sum of \$41,620 73, three-fourths of which amount is appropriated for "establishing, supporting and maintaining Normal Schools."

The Board of Normal School Regents have taken steps to locate one or more Normal Schools by advertising for proposals, and have received propositions from several cities and villages in the State. By reference to the report of the Board, it will be seen that all has been done that a due regard to the interests of the State would permit, if not all that our educational wants would seem to require.

A conviction of the imperative necessity of Normal Schools, led the legislature of 1865, to lay a deep and broad foundation for them. The act providing for establishing and supporting them shows a clear comprehension of the great obstacle that impedes our educational progress. Without better trained teachers our common schools will lose both the confidence and support of the people.

We may build good school houses and furnish them with all the apparatus necessary, we may improve our school laws until improvement is impossible; parents and school officers may exhibit interest in education and discharge every duty, the people may burden themselves with taxes for the support of schools, but, unless the teachers are qualified, all is done in vain. From almost every county in the state there is a call for better teachers, but they cannot be obtained.

The Board of Regents of Normal Schools contemplate the establishment of schools in different parts of the state. In looking at the work to be done, and the means placed at their disposal, they concluded that the interests of education would be best subserved by establishing Normal Schools in different parts of the state. They think that three schools ought to be organized as soon as suitable grounds and buildings can be procured. It is thought that the current expenses of each of these need not exceed \$10,000 per annum; that this sum would pay teachers and defray the incidental expenses of a school providing instruction for two hundred students. By founding several schools, the Board think that they will secure for each that local interest so necessary, as well as excite a spirit of emulation among the institutions, which will insure success.

Some legislation providing for the admission of students, and defining in more specific terms the duties of the Board in the management of this class of schools will be necessary.

INDUSTRIAL EDUCATION.

The faith of the state is pledged to provide suitable buildings and grounds for a college, "to the endowment, support and maintenance" of which the National Government has donated 240,000 acres of land. The act of congress declares that "the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

Law, Medicine, Theology, War, Trade and Teaching are provided with schools in which are taught the branches relating to them. These schools are regarded as necessary to an advanced civilization and their utility is universally conceded. But the great industrial pursuits of agriculture and the mechanic arts, have, in this country, received comparatively little attention, and it is to provide for special instruction in these great departments of human labor, that the provision referred to was made. A school where shall be taught the branches that relate to agriculture, mining, engineering, agriculture, commerce and manufactures, is contemplated; and no person acquainted with the social condition of our state will deny its importance. Whatever instruction may be given in literature, language, mathematics, ethics, philosophy and science, in such an institution, must be given to subserve the general purpose of promoting a knowledge of "Agriculture and the Mechanic Arts."

In regard to the best means of securing the object sought by the grant referred to, it is not strange that there are different opinions. While some would make the curriculum of the Industrial College include the usual college studies, and give special instruction in the industrial arts, others would make the course of study strictly professional and provide no facilities for liberal culture.

These different opinions arise from a disagreement in regard to what it is necessary to teach men, in order to enable them to *observe* and to *think*; which all agree in regarding as the object of education. We need to guard against both a blind adherence to, and a blind disregard of precedent. The course of study in most of the Agricultural Schools of Europe, seems to contemplate preparation for the farm alone. General culture is not regarded as necessary. There, society has crystallized into regular forms, and the son generally intends to follow the occupation of his father. But a course of training adapted to the needs of European society is illy adapted to ours. The young men of the country will not be satisfied with an education that fits them for one pursuit alone. Not knowing what pursuit they may be called to follow, they feel the need of that culture necessary to fit them for any. The tendency of our institutions is to destroy classes, and our educational systems must provide for the necessities growing out of this tendency. That course of study that makes the most liberal provision for generous culture is most in harmony with the requirements of American society. The wonderful

inventive power, the facility with which mind in this country adapts itself to the different pursuits of life, and the resistless energy developed under the influence of our free institutions, all indicate the need of a culture broader than is generally provided in schools strictly industrial in our own or other countries.

Industrial education involves a knowledge of principles and their applications. Experience has established the fact that the principles must first be learned, and the applications afterwards. "Agriculture and the Mechanic Arts" involve a knowledge of Mathematics pure and applied, as well as of Botany, Chemistry, Physiology and other branches of Natural Science, together with such general learning as is necessary to a proper understanding of these. Now, if provision is made in High Schools and Academies for obtaining this necessary antecedent knowledge, the Industrial School may be strictly professional or practical, and those entering it may be admitted on condition of sustaining the requisite examination; but it is evident that the act of Congress was framed to meet the difficulty that here presents itself, for it affords the widest latitude in making the curriculum of the institution. It is believed that many years must elapse before such provision will be made in this State for the necessary preparatory scientific instruction, as will warrant the founding of a school where "Agriculture and the Mechanic Arts" *alone* shall be taught.

Two plans have been suggested; first, to found an Industrial College, where shall be taught the branches related to agriculture and the mechanic arts, and where these great pursuits shall be practically taught; and, second, to engraft an industrial department on some literary institution already founded. In considering the latter we cannot overlook the fact that experience has proved that professional schools of all kinds must rest upon a foundation of their own. They may be departments of a great university, but they should be governed by an independent board of managers, or there is danger that they may be kept in that subordinate position that precludes development. In general, schools founded for the promotion of the arts of agriculture, mining, architecture, engineering, drawing, etc., are separately endowed and managed, in Europe and this country. Of three hundred and fifty agricultural schools established in Great Britain, France, and Germany, only fourteen have any direct connection with other institutions of learning, and where this connection does exist it is rather nominal than real. The attempt to develop normal departments, by engrafting them on academies and colleges, has, so far as we know, been attended with little success either in other States or our own.

The plan, which seems most practicable, is to found a State Industrial University, with such departments or schools as will embrace the mechanic arts and agriculture, and to develop these departments as the interests of the State may demand. That of agriculture, being generally conceded to be of greatest relative importance, should be developed immediately, while those of mining, engineering, architecture, manufacture, etc., may follow as their need becomes recognized by the people of the State.

The following "Plan of an Agricultural School," by John A. Porter,

Professor of Agricultural Chemistry, in the Yale Scientific School, is suggestive and the result of observation and reflection.

Such a school should embrace

"*First.* A well stocked and well furnished farm, fully up to the standard of the best agriculture of the world, to show what the best existing practice is.

Secondly. An experimental farm, to improve on the best practice and advance the cause of agriculture.

Thirdly. The means of instruction in all the sciences connected with the culture of the soil.

The farm should comprise in its buildings and yards, all of the improved arrangements, for the feeding and wintering of stock; all of the manure-saving and manure-making, and labor-saving contrivances; all of the improved machinery and implements which have been submitted to the test of experience, and have been proved to be of economical value. Everything should be planned and constructed from the outset with a sole view to economy and profit, and in the subsequent history of the farm, it should be regarded as successful, just in proportion to its pecuniary returns. The farm should be stocked with cattle and horses, and all other domestic animals of different breeds, including as great a variety as possible, in order to show the characteristics of the different races, and give to pupils the opportunity of studying their peculiarities. It should be under the superintendence of a thoroughly practical man, and be conducted at his own risk and for his own profit. Model farming in any practical and economical sense of the term, is not likely to be realized on any other plan. It is by no means so important that the farm should be the *best* farm in the country, as that it should be the best *managed* farm. If it should furnish obstacles to be overcome in the character of its soil, necessity of draining, soil-mixing, or other improvements, so much the better rather than the worse. The farming of a rich virgin soil calls for no aid of science, and demands no skill. The obstacles are just what are wanted to illustrate what skillful scientific farming is, when the farmer, as well as nature has something to do.

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The second great want of the country, in an agricultural point of view, is an *experimental farm*, connected with the practical farm as above described, and devoted to experiments in Scientific Agriculture. The subjects for experiment of practical importance to every farmer, are innumerable. Rotation of crops, admixture of soils, the preparation and use of manures, the diseases of plants, the introduction of new plants, are a few among the number. The experimental farm should be under the control of the chemical and other professors, for experiments in their several departments; and be regarded as purely experimental ground, where the idea of immediate profit should not interfere in the least degree with perfect freedom of investigation. The other or main farm being conducted with a view to profit alone, the accounts of the two should be kept entirely distinct, and all material passing from one to the other should be paid for with a fair equivalent.

* * * * *

The experimental farm would not probably be remunerative in a pecuniary sense, but it would be the means of testing for the associated farm and the country, the value of suggested improvements, of teaching the science of experiments to pupils of the institution, and from time to time of bringing to light new and important truths in Scientific Agriculture.

A Museum of Agricultural Products is another essential feature of an agricultural institution, such as the country needs. It should exhibit grain roots, fruits, woods in all their variety. Its collections would serve for the purpose of illustration in lectures on Agricultural Botany and Physiology. A Botanical Garden connected with it would add greatly to its value.

A Museum of Agricultural Implements should also form a part of its means of instruction. These would serve as illustrations of lectures on the mechanics of agriculture, in which these operations would be explained, and their comparative merits considered.

Such collections can be made at comparatively trifling expense. A suitable building being provided, the material to fill it would flow in from the liberality of farmers and manufacturers, quite as fast as could be desired.

A Veterinary Hospital, for the treatment of diseased animals of the vicinity of the farm, would also be an essential feature of the plan. It should be under the charge of a competent Veterinary Surgeon, who would give instruction in the nature and cure of the various diseases to which animals are subject.

The principal branches of science which should be taught in an Agricultural School, are Chemistry, Meteorology, Geology, Mineralogy, Zoology, Entomology, Animal and Vegetable Physiology, Veterinary Medicine and Surgery. To these may be added Surveying, a knowledge of which is of the utmost convenience to the farmer, and should form a part of a liberal Agricultural Education. Chemistry stands prominent in the list, in view of its superior and acknowledged importance. Agriculture aims at the transformation of earth and air into grain and wood and fruit. The process is, in a great part, chemical. Every dung hill and compost heap, and square foot of soil is a laboratory. Every farmer, whether he would be or not, is a chemist from the very nature of his profession. But it is open to his choice to be an ignorant one, or to possess himself of the knowledge of the properties and mutual relations of the materials with which he deals. This knowledge he needs, and must obtain from the scientific chemist. It is none the less necessary if he never makes an analysis. It makes him a rational and economical experimenter, and thus puts him on the road to advance in his profession.

The importance of Mineralogy and Geology, which treat of materials out of which soils are formed, and from which they derive their character, whose principles guide the agriculturalist in his search for fertilizing materials, and frequently furnish him with the most valuable hints in locating and improving his lands, is equally obvious.

The importance of Meteorology, or the knowledge of the relations of heat

and moisture to the atmosphere, and the soil, and the plant, and of the laws on which changes of weather depend, is no less apparent.

Although, not necessarily of every day application, all these branches form, properly, a part of a liberal agricultural education, and so of all the other sciences which have been mentioned.

The enterprising man, possessed of such knowledge, will find abundant occasion for its application, and abundant suggestions in its possession. On the value of the knowledge of the principles involved in the breeding of stock, and the laws on which its improvement depends; of the diseases of plants and animals, and of insects injurious to vegetation, and the means to be employed against them, it is needless to dwell. Instruction in all these branches should obviously form a part of an agricultural course.

What a center of light would such a school as is here described be to the whole agricultural community. All purported discoveries in agriculture would come to it to be tested, and important truths developed by experiment would go forth from it to the world. Through its public museum; its well arranged buildings, its variety of stock, and latest improvements in every department, open to the public, it would become the direct instructor of the whole farming community. Through its pupils it would disseminate widely the varied practical information which its course would furnish. And, beyond all this, it might be made the means of eliciting the experimental labor of hundreds of intelligent farmers throughout the country, for the decision of the important agricultural questions which are still unsettled."

Industrial education is both an effect and a cause of a high civilization. The interest with which it is regarded by the best thinkers of the country is an encouraging indication of the progress we may expect during the next few years. Being the most important department of education, it is the last to receive general attention, but in this respect it furnishes no exception to the law of progress. No subject of an educational character will probably come before the legislature, requiring more deliberation and wisdom in its consideration than this. Definite action seems to be necessary at the present session in order to comply with the conditions of the Congressional grant,

COMPULSORY EDUCATION.

The subject of compulsory attendance at school was brought to the attention of the last legislature by the Assembly Committee on Education. No definite action was, however, recommended by the committee. The subject is one that is exciting public attention. The large number of "truants" and "absentees" found in our cities and villages is well calculated to awaken interest, for, there is a conviction in the public mind, that it is from these two classes, that our criminals are to come; and the fearful increase of crime during the past few years, calls imperatively for such effort, as society can put forth for its own protection.

No intelligent man will deny that the duty of the parent to provide food and clothing for his child's body is one from which he should

not be allowed to escape, but no person will assert that the duty of providing knowledge for the child's mind is less imperative. Starving a child's body is execrated, but starving his soul is permitted. But the consequences to society are far more dangerous in the one case than in the other. An ignorant boy, with uncontrolled passions, indolent habits and hardened heart is certain to become the enemy of society, and there is no duty plainer than that which self preservation points out. Individual rights must be respected and protected, but individual wrongs can claim no such immunity.

In establishing Free Schools and supporting them by taxation, we pledge society to the use of all the means necessary to render these schools efficient, and this taxation beneficent. To build school houses, and to hire teachers by public tax, and then to leave these school houses unoccupied and these teachers without work, is sheer mockery. The state assumed an obligation to secure the attendance of the children at school, when it decided to compel each citizen to pay a part of his property to support these schools: The State justifies its action on the ground that education is a public interest, but this public interest is obligatory upon every individual, hence, if the individual neglects his duty, or if its performance is impossible, society should lend its aid. To guard society against the effects of ignorance is no less a duty than to prevent disease or to enforce the usual sanitary regulations.

Ex-Governor Boutwell, of Massachusetts, has well said: "The only rule on which taxes can be levied justly is that the object sought is of public necessity or manifest public convenience. It quite often happens that men of our own generation are insensible or indifferent to the true relation of the citizen to the cause of education. Some seem to imagine that their interest in schools, and of course their moral obligation to support them ceases with the education of their own children. This is a great error. The public has no right to levy a tax for the education of any particular child, or family of children; but its right of taxation commences when the education or plan of education is universal, and ceases whenever the plan is limited, or the operations of the system are circumscribed. No man can be taxed properly because he has children of his own to educate; this may be a reason with some for cheerful payment, but it has in itself no element of a just principle. When, however, the people decide that education is a matter of public concern, then taxation for its promotion rests upon the same foundation as the most important departments of government. As parents, we have a special interest in our children; as citizens, it is this, that they may be honest, industrious and effective in their labors. This interest we have in all children."

But if it is a duty to provide schools for all, it is a duty to see that all are educated. The power to compel attendance, inheres in society if the power of taxation does. But it is not always wise for society to exercise a power because it possesses it. Under a government of democratic forms the sanction of public feeling is essential to the enforcement of law. Interference with individual rights is never justified except by the demands of the public good. A law requiring the regular attendance of all children at school, and enforced by penalties, would be repugnant to the feelings

of the people, and is perhaps not yet demanded by the public good, but some legislation, authorizing cities and incorporated villages to prevent truancy and absenteeism from school, would, it is believed, be acceptable to the citizens of the State. The Legislature of Massachusetts, in 1862, passed an act, entitled "An act concerning truant children and absentees from school," which provides as follows:

"SECTION 1. Each city and town shall make all needful provisions and arrangements, concerning habitual truants, and also concerning children wandering about in the streets, or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years; and shall also make all such by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town; and there shall be annexed to such by-laws, suitable penalties, not exceeding twenty dollars for any one breach."

"SECTION 2. Any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in the first section, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose, under the authority of the first section, for such time, not exceeding two years, as such justice or court may determine."

Special policemen or "truant officers" are appointed, to whom habitual truants or absentees from school are reported, and whose duty it is to investigate such cases, and if need be to bring the offenders before the police court.

The City Superintendent of the Boston City Schools, in a late report says, "We have four truant officers appointed by the Mayor and confirmed by the Board of Aldermen, who devote their whole time to the business of aiding teachers in suppressing the evil of truancy, and in securing the attendance of absentees from school. The services of those officers have contributed in no small degree to extend the benefit of education to a large class of children who would otherwise have been deprived of its blessings. Indeed, the law which provides for the appointment of truant officers, and makes children not attending any school, or without any regular or lawful occupation, or growing up in ignorance, between the ages of five and sixteen years, liable to punishment, is now a permanent and indispensable element of our system of public education."

Truant laws have been enacted and truant officers appointed in Chelsea, Lawrence, South Danvers, Newton, Dedham and other towns of Massachusetts, and the testimony in regard to their practical operation is uniformly favorable.

SCHOOL LAWS.

There are certain modifications of our school system that cannot much longer be postponed. Among school officers and others who have watched its practical working, there are very few who do not urge the adoption of

a plan which shall secure to the towns the advantages of gradation, division of labor, and harmony of action in the management of their public schools.

Under the present system each district must provide instruction for children studying all the branches included in a common school education. In schools of sixty scholars there may often be found from five to ten studying the primer and learning the simplest combinations of numbers; and as many more studying history, algebra and physiology. Thirty or forty are learning to read, write and cipher, and their various stages of progress require from six to ten different classes. There will be found in such a school, from fifteen to twenty classes in all. This, if we deduct an hour for rest and general exercises, gives fifteen to twenty minutes of the teacher's time for each class during the day. Most of the pupils need aid in preparing their lessons, and their progress depends upon the help they individually receive from the teacher. It need not be stated that in a school thus organized, (or rather, disorganized) there can be little progress. If the time of the children were simply wasted, and the expense of supporting such a school were simply thrown away, while it would be lamentable, it might be borne; but the real loss is in the utter aversion that the scholars come to feel towards teacher, books and school. This is the beginning of indolence, indifference, apathy and truancy.

Besides, the small wages that most districts pay teachers, will not command the ability necessary to teach the more advanced pupils, and methods and discipline suitable to the younger scholars are so different from those adapted to the older ones that they cannot be adopted in the same school. Common sense teaches us that a school thus constituted must be a failure. The principle of division of labor is as applicable to educational work as to any other.

We also often find, in the same town, two school houses in adjoining districts, in one of which there are twenty pupils, and in the other fifty. Of course, in the latter case, the teacher is utterly unable to perform the labor required, and in the former the teacher lacks the stimulus that more pupils would give. Both schools are failures, and from opposite causes.

Much of the irregularity and non-attendance that are creating distrust in the minds of the people, in regard to our public school system, originate in the poor schools we have under existing laws. No sensible parent cares to send his child to a school taught by a person who has no power to adapt his instruction to the capacity of the pupil. He knows that it is better for the child to spend his time in work at home, than to waste it in idleness at school; and the child feels that there is no loss, when he can remain at home a week, and, on his return, find his classmates asking him for aid in learning the lessons he learned a year before.

Again, no school can long prosper without constant and intelligent supervision. To secure this under the present law is impossible. In many of the counties of the state, the County Superintendent is unable to visit all the schools under his supervision during the year. There are very few superintendents who visit the schools of their respective counties twice a year. Although it is made the duty of District Boards to visit the schools under their charge, yet this duty is very generally neglected; not because these officers are indifferent to the interests of their schools, but

because they cannot spend time to do what they are not conscious of being able to perform well. The consequence is a neglect of the school, not only by school officers, but parents also. The teacher is left wholly to himself; feeling no responsibility, despairing of aid, knowing that effort on his part is unavailing, he becomes indifferent, complains of the difficulties that surround him, and impatiently waits for the end of his term. The scholars lose all interest in study, and naturally resort to some means of breaking the monotony of school life; their estimate of their time and privileges corresponds with the price their parents and teacher have put upon them, and they regard the time spent in the school room as lost.

There is no other department of labor that we thus neglect. Mining, building, engineering, manufacturing and farming are all systematically managed. Supervision, intelligent, constant and careful, is regarded as indispensable in all callings and avocations except teaching. The county Superintendency was a step in the right direction. We need to go farther. We need town supervision, and if we cannot secure the "Township District System," we shall be obliged to provide a town superintendency.

The two things, then, that most strongly recommend this system, are *gradation* and *supervision*. These are absolutely essential to the progress of our public schools. To secure them we appeal to the wisdom and power of the legislature.

The adoption of the "Township District System" will be attended with no serious difficulties. It will disorganize no districts now in existence, require no changes in management not easily made, and will not deprive the people of the towns of the power to control their educational affairs.

It will afford to each parent an opportunity of sending his children to such schools in his own town as are most convenient and suitable. It will enable country towns to *grade* their schools, and thus secure at home those educational advantages that at present are limited to our cities and large villages. By the appointment of a town board, to be selected by the district officers, efficiency, unity, harmony and economy, would be secured. The secretary of the board would act as its executive officer, aiding teachers in grading and classifying pupils, and by constant supervision, promote the advancement of scholars and enforce the requirements of the board and the laws of the State.

In the States of Indiana, Ohio, Iowa, Pennsylvania, Rhode Island, Connecticut and Massachusetts, where the system has been tested by years of trial, there is no difference of opinion in regard to its economy, simplicity and efficiency.

This measure was earnestly urged by my predecessor in 1863, but the bill failed to receive that consideration necessary to secure its passage, although both committees of education recommended it, and the Senate endorsed the recommendation. If the "Township District System" shall not receive the approval of the legislature, certain amendments of our school law, as it now exists, are necessary.

Sub-sections 5, 6 and 9, of section 19, should be so amended as to permit the people to raise a larger amount by taxation. The increased

cost of materials for building, and the greater wages necessary to be paid to teachers, render the necessity of the change quite obvious.

Sub-section 13, of section 19, relating to the time a school shall be taught in order to entitle the district to a portion of the school fund income, should be so amended as to require a school to be taught at least *five* months instead of three.

Such legislation as will prevent the too common practice of employing teachers holding no legal certificate of qualification, and paying them out of the public school moneys, is earnestly recommended.

Such amendment of section 43 as will secure a more correct school census of those over 4 and under 20 years of age is desirable. It is upon this census that the annual apportionment is made, and there is reason for believing that it is not as reliable as it should be.

Section 59 should be so amended as to provide that persons appointed to fill vacancies in a District Board shall hold office in virtue of such appointment until the annual meeting next succeeding.

Section 53 is misunderstood in some portions of the State, and its meaning is not as plain as it should be. It requires that the branches therein mentioned shall be taught in the English language, but numerous complaints have reached this office that this requirement is disregarded.

Section 62 should be so amended as to conform to the spirit of our statutes as regards taxation of merchants' and manufacturers' stock.

The statute does not exempt merchants' and manufacturers' stock from taxation, for school purposes, in the *district* where the owner resides, though it may be situated in another district and be legally taxed there.

Section 102 does not require that a teacher, in order to obtain a certificate, shall be examined in the History of the United States, nor in the Theory and Art of Teaching. These branches are so important, that it is believed that no person unable to pass an examination in them, is qualified to teach a public school. It is respectfully recommended that they be included in the branches required for a Third Grade Certificate.

An act is recommended, making it the duty of the Regents of the University and of the District Boards of the several school districts of the State to admit into the University and into any of the public Schools, without charge, all persons who, when minors, enlisted in the military service of the United States, and have been honorably discharged therefrom, and to extend to them all the privileges of said institution and schools for and during a period equal to the time they spent in the said service, prior to their attaining the age of twenty-one years:

Although changes in the school laws should be avoided, when no beneficial object is to be gained thereby, yet it must be borne in mind, that amendments become necessary from time to time in order to adapt the laws to changes in the social condition of the people. At the present time, sound legislation will develop rather than change our school system.

Other interests are more obtrusive than that of education. It is championed by no class, sect or party, hence its claims are at times disregarded, but it is confidently believed that its relations to the welfare of the State will be more clearly perceived in the future than in the past.

JOHN G. McMYNN.

APPENDIX.

APPENDIX.

[On the 1st of July a circular was addressed to the County Superintendents, in which they were requested to forward with their Statistical Reports, special written Reports upon the condition of the schools in their respective counties, and to state their opinion in regard to the practicability of the "Township District System." They were informed that their Special Reports would, so far as practicable, be published in connection with the Annual Report from this office.]

I have been prevented by sickness from obtaining as full and accurate information upon matters connected with the interests of the schools of this county as I desired.

There are in Brown county sixty-seven school houses. Four have been built during the year, two of them are very fine structures, tastefully and conveniently arranged for the health and comfort of scholars; one has two departments and a recitation room for each department. There is no question upon which the public mind needs more enlightening than in school architecture. In many instances sites are selected without reference to health or pleasantness of situation. In the erection of houses, the health, comfort and convenience of children are disregarded, and the principle of ventilation entirely ignored.

There have been sixty-five schools in this county during the year ending August 31, at an average price per month of \$40.01 for males, and \$23.67 for females. 3,755 pupils have attended these schools, an average of a fraction more than 57 to each teacher, only 103 less than the whole number the school houses will now accommodate, and leaving 2,462 children without school accommodation. How and where these 2,462 children are to be educated I am not able to say. It is possible, (I think quite probable,) that the Township District System, if adopted, might contribute to that end. It would encourage the establishment of a Graded School in every town, larger and more convenient school houses would be erected for that purpose, and more room left in the primary schools for those that are now excluded for want of room. Every child in the state is justly and morally entitled to an education, and it would seem to be the clear duty of the State to make adequate accommodations to promote and secure the largest and most regular attendance upon the schools estab-

lished by law. The success of our common schools depends, not only upon having active and efficient teachers, but upon the degree of interest manifested by the people in their support.

The principal reason why greater progress is not made in our schools, is the frequent change of teachers. In a large majority of districts, schools have been taught three months in the summer, and three months in winter, with a long vacation between each term, and in almost every instance new teachers take charge of the schools. It must be obvious to every one that great loss must result from this practice. I have urged the importance of levying a tax sufficient for a nine months school, and of employing the same teacher from term to term, in order to secure a better class of teachers, and a richer return for the money expended.

More attention ought to be paid to primary instruction. Pupils are hurried forward too fast in their studies, and do not acquire a thorough and accurate knowledge of the primary branches. The slate, blackboard, chart and outline map are indispensable instruments in primary schools. Every school house should be furnished with them. They enable the teacher to group the pupils into classes, and so operate upon a number of minds at the same time, instead of frittering away his time upon single pupils.

The foregoing is submitted, with the hope, that the Township District System may take the place of the present school district system, believing that under it, our schools throughout the state will improve to the satisfaction of all.

E. HICKS,

County Superintendent.

BUFFALO COUNTY.

In regard to the condition of our schools I cannot say as they have made much progress during the last year. In consequence of high war taxes there was not much expended in building or repairing school houses, and a majority of the districts maintained but three months school. There will be a decided improvement in regard to the matter in this ensuing year. There will be at least seven new school houses built, and a large number are now being repaired. A large majority of the districts will maintain a school for two terms, and but very few will adhere to the old three months system.

As to the township system I do not think it will prove of much value to a new county, and for my part I am opposed to it on the ground of it being but another step toward the concentration of power, and all concentrations of power have ever proved destructive to republican forms of government. I might argue the question at some length, but it has been discussed by abler pens than mine.

ROBERT LEES,

County Superintendent.

CLARK COUNTY.

In accordance with a request from the department of Public Instruction, I submit the following items relative to the schools of this county, with some suggestions concerning the school law :

Among the improvements in the condition of the schools of Clark County, I have the pleasure of stating that with the assistance and co-operation of the district officers and teachers, I have been able to establish a uniformity of Text Books in the schools throughout the county—a matter I deem of great importance, and the neglect of which has done much to retard the progress of the schools in our county.

A higher standard of qualifications has been demanded of our teachers, and it has been secured by refusing certificates to about one-third of the applicants for the position of teacher—and the present standard is not high enough for the future, for our schools are advancing, and the teacher who falls behind must leave the ranks.

The school houses of the county will perhaps average with those of other parts of the State as new and sparsely settled. They are very far from what they should be, and as our county is fast filling up with intelligent and enterprising people, we may expect each year to see decided improvement in the school houses of the county. It is expected, and sincerely to be hoped, that a substantial, commodious, neatly finished and furnished building for the accommodation of a graded school, will be built in the village of Neillsville during the coming year.

The furniture of the school rooms, generally, is quite meager—many of the districts seeming (by their actions at least) to think an old pail, a battered, rusty and leaky tin cup and a new broom about once in two years, all that is necessary for either use or ornament about a school room. In a few districts, however, we find good blackboards, outline maps, globes, clocks, curtains, etc., etc. In all these matters our districts are constantly improving, but not so rapidly as they ought to do.

Many of our district officers fail to comply with the law in reference to visiting the schools as well as in some other respects; the cause of this failure is not so much unwillingness to comply with the law, as negligence and carelessness on the part of those intrusted with this important matter. I also infer from the reports of district and town clerks that in some districts, not to say towns, very little is known of their actual financial condition, and I am certain that reports from such districts must be very inaccurate and defective. A little more care in the selection of school officers would remedy many imperfections that are now apparent. The advice contained in the circular from the State Superintendent to the electors of each district at the last annual meeting, if carried out (and it should be) would remove the difficulties above mentioned.

I would recommend a change in the law so as to require (after a school district has been organized one year) at least *five* months school each year in order to draw the public money.

If this change can be made, the business or profession of teaching will offer more steady and permanent employment, and thus secure and retain a better class of teachers than the present system does. In the older set-

tled portions of the State it would perhaps make little or no difference, but in our new and thinly settled counties it would assist us in retaining the services of the good teachers who come among us to teach, and can remain but a short time for want of more steady employment. Teachers would also work for less wages if they had more steady employment in one place. It would be the means of securing more schooling in those districts and neighborhoods most in need of it, and where their only ambition is to secure the State money and a cheap teacher, with a limited certificate, the only kind they enquire for, saying, "ours is a backward school," and "we can't afford to employ a first class teacher"—and they will, under present arrangements always remain backward, and the children will be what their fathers before them have been. In one of the districts of this county, not long since, the district board was composed of men, no, one of whom could write his name, and I presume the same thing has occurred in other places. If they are compelled by law to sustain more school, these backward districts would soon become more interested in educational matters, and men interested in the subject as well as capable, would be elected to office—better schools and a better state of society would follow.

And again, a child attending school only three months in a year from the age of six to eighteen (the usual or greatest period of attendance in the country) would only attend three years, leaving nine years of wasted time so far as school is concerned, and that too being the time of most importance to the child in obtaining an education. The above subject I believe to be one of importance, and I hope it may be presented to the next legislature, and acted upon as its merits demand.

On the township district system I have nothing to say.

JOHN S. DORE,

County Superintendent.

COLUMBIA COUNTY.

There are twenty-one towns in this county, (exclusive of Portage City, which is not under the county system). In these towns I have, during the past year, in the regular course of my work, made about two hundred and fifty visits to one hundred and forty different schools. I never give previous notice of my visits, so that I always find the schools in their ordinary every-day operation. It is my custom at these visits, after inspecting the schools, to give such counsel to the different classes or to the school at large, concerning the studies pursued and other practical matters as the particular circumstances of the case seem to require, and then to consult with the teacher separately, concerning such changes and improvements in his plans and modes of instruction as seem to be needed. I have often found that conferences and consultations with the district officers and patrons of the school have been of permanent benefit to the educational interests of the district.

Examinations and Certificates.

I have appointed and held nineteen public meetings for the examination of teachers, since my last report; nine last fall, and ten last spring. These meetings were attended by about 320 applicants for examination and license as teachers. To 223 of them certificates were granted, but as a majority of them were limited to six months, many of the teachers were examined twice during the year. I have found frequent examinations of the teachers decidedly beneficial to the schools, and hence require the mass of the teachers to be present at these meetings both fall and spring. These meetings have also been so conducted as to serve as far as possible the purpose of Teachers' Institutes to such teachers as were unable to attend the regular Institute; short practical lectures on the theory and practice of teaching, and model class exercises, being alternated with the proper examination exercises.

Teacher's Reports.

A system of monthly reports has been adopted in this county and adhered to for the last three years. Blanks are so constructed as to lead the mind of the teacher to seek and put in practice every improvement within his reach. These reports are intended mainly as a stimulus and aid to well-directed exertion on the part of the teachers, and a link of co-operation between them and their superintendent.

General Progress.

There is a growing and deep-rooted interest among the people of this county in the cause of education, and a disposition and desire to keep our public schools constantly improving. There is a growing demand for first rate teachers.

School Houses.

Several new school houses have been finished during the year, and several more will be put under contract this fall. By the plans which I have recommended, and which are now generally adopted, one end of the school room is finished without door or window, with a continuous wall which is covered with black-board for a breadth of about five feet, commencing say two feet from the floor, and extending upward to the height of about seven feet. Across the end of the room from this black-board to the seats, a clear space of from six to twelve feet (according to the size of the house) is left for class exercises, free from stools, platforms, desks, pulpits or other obstructions. We hold that platforms and pulpits (or the old stationary, cumbersome, useless platform and obstruction called the teacher's desk) are as much out of place in a country school room as in any other workshop where twenty to fifty persons must be constantly employed.

Graded Schools.

All the villages in this county (except Otsego), viz: Cambria, Pardeeville, Wyocena, Kilbourn City, Fall River, Columbus, Poynette, and last, but not least, Lodi, have adopted the plan of dividing their schools into departments, in which the pupils are graded according to their degree of advancement, the higher departments generally being under the charge of men of experience and ability, and the lower being confided to skillful, trusty and industrious female teachers. The plan works well, and that too, under the ordinary district organization.

District Libraries.

A few of our districts still maintain small district libraries. But the withholding of legislative encouragement for that object, and the dazzling, deceptive, miserably devised, abortive attempt to establish "township" libraries, have given our library arrangements such a shock that they now need special attention and care. As an adjunct to the school, the district library may become very useful. When shall we begin again?

The "Township District System."

In regard to the proposed "Township System," I will say that in harmony with what I believe to be the sentiment of a large majority of the thinking men of our State, I believe that the adoption of such a system in Wisconsin is not desirable, nor likely to prove beneficial to the educational interests of our people.

The following, in brief, are a few of the reasons which may be assigned for this opinion:

1. Our townships are arbitrary divisions of land, established by survey before settlement, and in numberless cases very badly situated for school purposes. Our school districts on the other hand are established after the neighborhoods are settled, with especial reference to convenience for school purposes.
2. Our townships (thirty-six square miles each,) are too large for the convenient operation of the township system. That system is best adapted to a dense population in small territorial limits.
3. The township system is directly calculated to diminish the *home interest*, (which is worth almost everything in educational affairs,) by removing the care and concern of the schools one step further from the people at home, and tends to centralize, monopolize, and de-republicanize our general system of republican agencies; (a result eagerly sought and anxiously anticipated by some educational schemers). We cannot truly and suitably educate the mass of our youth without the active and hearty co-operation of the mass of the people; this co-operation the district system requires, invites and incites, while the township system does not.
4. Many of the evils complained of and charged upon the district system, are evils of human nature, and not peculiar to any system; these

evils would exist in a modified form under the township, as now under the district system. The change of systems would be merely shifting the boot to the other foot.

5. We do not need the proposed system for the promotion of graded schools. We can have them just as well under the present system, and they are actually multiplying and flourishing under the district system. They cannot flourish where the population is very sparse, under any system.

6. New York and those States which have retained the district system, are making as good progress, to say the least, in educational matters, as Pennsylvania and the other States which have adopted the township system.

7: *What we do need.* I have not space to review the exaggerated anticipations of those who expect the township system to be the Elysian field of popular education. We now have an excellent school system, especially adapted to the character, wants and condition of our people. It is, however, capable of improvement. I will mention three points wherein improvements seem to be needed, and will. I trust, soon be secured: 1. The better education of teachers, by means of normal schools and other agencies. 2. A means of guarding against neglect on the part of the district board, and stimulating the activities of the district clerk, by allowing him a small compensation in cash for actual services. 3. The adoption of the assembly district, instead of the county, as the extent of territory assigned to each local superintendent, thus admitting of a more thorough supervision of all the schools.

D. W. ROSENKRANS,
County Superintendent.

CRAWFORD COUNTY.

In addition to the annual statistical report already forwarded to you, I submit the following brief statement of the condition of the schools of this county.

During the year, one hundred and forty-five applicants have applied for license to teach. Of this number, ninety-six received third grade certificates, and forty-nine were rejected. Twenty-three of those rejected were afterwards licensed to teach a three months school. I do not approve of the system of district certificates, but in this county it has seemed necessary in order to supply all the schools with teachers. A few first and second grade certificates have been granted, since my annual report, but are not included in the number given above.

The actual average qualifications of teachers this year, as compared with last, I am unable to give, as different questions have been used, and in some respects, more difficult ones. A change for the better, however, is noticeable, and with some of our teachers the improvement is very marked. Our teachers are improving also, in their methods of instruction, and with

them, generally, there appears to be a higher appreciation of the duties, responsibilities and importance of the teacher's calling.

With few exceptions, all of the schools of the county have been visited within the year, some of them several times. I have found them doing as well as could be expected. In discipline, classification and general interest, there is an evident improvement. The average attendance has been some in excess of last year, I think from ten to fifteen per cent.

Five new school houses have been built during the year, and several of the old ones have been repaired, and rendered comparatively comfortable. A larger percentage of the houses, as you will notice in the general report, are poor and entirely unfit for school purposes.

We have two graded schools in this county, having three departments each, and in one of them four teachers were employed during the winter term. These schools are doing well, and the attendance is large. With a more perfect gradation, their usefulness would be much increased.

The County Teachers' Association has held three meetings during the year, and an Institute, of one week was also held in October. The attendance at these meetings was small, but the interest was good, and I believe they have prepared the way for successful effort in the future.

The proposed township system does not meet with much favor in this county. My individual opinion is, that if the system was established and practically carried into operation, it would result beneficially to our schools.

ORSON JACKSON,
County Superintendent

DANE COUNTY,

First District.

During the past year, everything considered, there has been a commendable increase of interest in our schools, both among patrons and teachers. Three very fine school buildings have been erected. The one at Sun Prairie containing three departments, is in every respect a building of which the friends of education in that place may well be proud. Many of the old structures have been remodeled and improved, rendering what was before unfit for school purposes quite serviceable and convenient. Much also has been done toward supplying proper surroundings to the school houses. Still, as will be seen by the statistical report, there is a shameful neglect in providing suitable outbuildings. Two districts are without school houses—one having been burned sometime during the summer.

Probably there were more inexperienced teachers during the year past than during any previous year. Over sixty of those teaching had never taught before. Still most of them did well, while many taught excellent schools.

But, perhaps, no one fact, to those not acquainted with the schools themselves, shows more plainly the lively interest which teachers have

taken in their work, than this one, that about thirty teachers were examined twice, although the law requires them to be but once, during the year. Thus, the wide awake, live teacher, sees in the examination an opportunity to learn something, and is ready to improve it, notwithstanding the two days of severe labor.

One of the greatest difficulties, at present, in the way of the elevation of our schools, is the unwillingness of the people to pay for the talent necessary for that purpose, what it will command in other pursuits. This will always give us inexperienced teachers, and consequently a low grade of schools.

I made about one hundred and fifty visits during the year; and in a district containing one hundred and twenty schools, all could not of course be visited, at this rate, each term. This fact with others have shown me the fallacy of expecting a county officer to do all that is necessary in school visitation. We need an officer or officers who can visit the schools at least twice during each term, and I have yet to learn of any system which, to my mind, meets this want as well as the Town District System.

A. B. PRENTICE,

County Superintendent.

DOOR COUNTY.

In accordance with your instructions. I forward this my special report upon the condition of the schools of this county, and other matters connected therewith. In the statistical report you will see that there are nineteen school houses in the county. Another, not reported, and ranking with the best in the county, has just been completed at Little Sturgeon, in the town of Gardner, and is, I understand from the clerk, now ready for use. In this town, also, there is a house being built 24x30 feet, two stories, to be ready for use by the first day of January next. A large majority of the houses are worthless boxes, or log heaps, in the construction of which there seemed to have been no thought on the part of the designers of the comfort or convenience of teacher or pupil. In many cases there are a quantity of unsightly logs, which have been felled on about an acre of land, and left to decay, and beyond, in all directions, the forest bounds the vision. There are a few houses that are tolerable, but still not what they should be. There are no graded schools in the county. I think that this town needs one, but I fear that we shall not get one for a year or two yet. There have been held two public examinations since the first of January last. The number of applicants for license was twenty-nine, of which number twenty-four were given third grade certificates, three of which were limited. The statistical report shows twenty-nine, but some certificates were given at private examinations, and were annulled by the law on the holding of a public examination, and others were given the parties on going into another town to teach. We need a better class of teachers generally, although we have some very good ones. May their numbers increase. The average attuned-

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ance appears to be more encouraging, as it is on the increase, being about 44½ per cent. last year, against 50½ per cent. for the present year. But still it shows a deplorable state of things. In the schools that I have visited the conduct of the pupils has been good, and I noted good progress. There is a great want of interest by the parents and school boards, and their visits are "few and far between."

I do not understand the merits of the proposed "Township District System," never having seen anything in regard to it, except some references in the "Journal of Education," and in your last annual report. But with proper safeguards, it would be far preferable to the present system. As to its practicability, if the law is properly drafted, I think there can be no question. Our county is comparatively young, not having been in operation quite nine years, and the settlements isolated in a measure, being connected by very poor roads, so poor, in fact, that it is almost impossible to get from place to place on wheels.

But in winter it is not so difficult, as we then have a good snow path, and can get about quite comfortably. From the above circumstances it is very difficult to get up "Teachers' Associations," or teachers' visits to one another. There has never been an institute held in the county, and I confess that I am totally inexperienced in the matter of conducting them. However, I intend to make an effort as soon as I am able. There is great difficulty in getting men capable of filling the town and district offices, and it is doubtful about the people selecting such were they to be had. Consequently the reports from the town clerks are very erroneous. There has not a single report come into my hands but what contains palpable errors, or essential omissions.

I have spent a great amount of time and labor on them to get at the facts, and when in the numbers in the tabular statement there occurs a plain error, I have enclosed them in parentheses, leaving you to make your own deductions with what information I am able to give you. In the report from Sevastapol, twelfth column, you will find the number (750) as being the number of days a school has been taught. In district No. 3, of that town, in the clerk's report, 594 is the number of days a school has been taught the past year; whereas, I have good reason to believe the school was kept but about six months, or 132 days, which reduces the number 462 days.

Gibraltar has three houses, which I think will accommodate eighty or ninety pupils. The report from Egg Harbor is very incorrect, but much of the inaccuracy is evidently owing to the town clerk's placing his figures in the wrong column, which I have taken the liberty to correct in the abstract I send you. But there is another thing in the report to which I wish especially to call your attention. He reports no school kept by a qualified teacher. When I was appointed to the office of Superintendent last winter, there was a school kept in that town by Miss Emma B. Yates, under a license from this same town clerk, who was our former Superintendent, and at the public examination held at that place on the 7th of January last, was re-examined and licensed; also a young man, E. E. Maffet, was examined and licensed by me, and they were the teachers in that town for the winter. And during the past summer, the school

formerly taught by Miss Yates, has been taught by Miss A. C. Thorp, under a license from me: She has also taught several terms under a license from him, and I consider the qualifications of the three better than the average throughout the county.

But I suppose you would consider it an error of his, as the abstract gives 212 as the number of days a school has been taught by a qualified teacher. But I placed that number in the column, it being in his report under the head of "total number of different pupils who have attended school during the year," and as the number was made up of two numbers, viz., 146 in district No 1, and 66 in district No. 2, which last number corresponding to the number of days Maffett taught in district No. 2, I came to the conclusion that he had, through mistake, placed his figures one column too far to the left, and that would make the balance of his tabular statement quite consistent.

The financial statement I send is not reliable. I suppose they have, in many cases, given the amount of tax voted instead of receipts. Liberty Grove makes no financial statement, Egg Harbor, Brussels, Clay Banks and Gardner, make no report of receiving anything from the "State School Fund," and Egg Harbor, Clay Banks and Gardner report nothing from the "County School Tax," which they must have received, so far as it was collected by their town treasurer, and their returns will show how much, and the receipts of the county treasurer will show what amount they have received from the State.

No report from Chambers Island.

W. H. WARREN.

County Superintendent.

DUNN COUNTY.

You ask my opinion of the "Township District system." The best teachers, and the best friends of schools, with whom I have conversed, are in favor of it, and very nearly discouraged with the county system, because it is a tool for caucus politicians.

Our school seems to be doing as well as could be fairly expected, all things considered. Our teaching talent is low; but our main hope is in a successful Institute. It is the only reasonable substitute for a teacher's college. Our first attempt at an Institute was made on the 9th inst.; but the fact that, in a county having 1600 legal scholars, only seven citizens found time or disposition to "look in upon us," does not promise great success. It is the people's cause, however, and if they neglect it, beer-guzzling and tobacco-chawing politicians will not. They can "rope it in," and they will do it so long as the superintendent remains an elective office. The idea that uneducated voters may safely hold the reins of our common school economy in their hands, is broadly ridiculous. Our democracy seems a little too wide, when a numerical majority, which promises to pay by making their "mark," is empowered to select and control our school officers. In the meantime, as in the sick room, a good

nurse is to be preferred to a poor doctor, so we may hope more from the good sense of good parents, than from any system which the legislature can give us

E. G. BENJAMIN,
Superintendent of Schools

EAU CLAIRE COUNTY.

It gives me pleasure to report progress in our common schools of this county. And well there may be, as it was only about nine years since the first district was organized, and we now number, I think, 28. Nine years ago in the dead of winter, a school house was built about 16x24 feet, of rough green boards, and a few children taught in it. Now there are in this village, two regular graded schools, numbering some three hundred scholars in each. In one of these districts is a school house of fine architectural appearance, and very neatly finished; with three departments and four teachers: and the whole building is in progress of completion, with rooms for five departments. This school is under the direction of H. A. Howland, who is making it decidedly popular.

The district on the west side has a school of two departments and three teachers, and has this year voted an appropriation of \$1,000 to erect a primary school house in a distant part of the district. There is also another district in North Eau Claire, virtually in the same village, numbering some seventy-five or eighty scholars. In all these there is a commendable interest and liberality in raising money for the support of teachers. In school districts remote from our village there is not that general interest which ought to be exhibited; but a portion of them are earnest to obtain the best of teachers, and the benefits are decidedly marked, as I visit the schools, in the advancement of the scholars. One great difficulty is the lack of *qualified* teachers. Nearly one-half of the schools are necessarily supplied with teachers having a limited certificate. What is needed in this section is a normal class to be held for a few weeks every year upon which the teachers shall be required by law to attend, if they fall below a certain grade in their examination, in order to obtain a school.

To accomplish this, the new northern counties need a little assistance from the normal fund as well as attention of our worthy state superintendent.

I might write the usual description of deficiencies in some of our districts, but no good would be accomplished. It is the efficiency of the county superintendents and the teachers that is to raise our schools to the standard they ought to attain.

That system, therefore, which will secure the best men for county superintendents and raise up the best qualified teachers, will be the most influential in raising the standard of our schools.

A. KIDDER,
County Superintendent.

FOND DU LAC COUNTY;

This county is composed of twenty-one towns, two cities, and a part of one incorporated village. The county, outside of the city of Fond du Lac, includes one hundred and sixty-eight school districts, employing one hundred and eighty-one teachers.

Of these districts, Ripon, second ward, employs seven teachers; Brandon,, Waupun, and Ripon, first ward, three teachers each, and Rosendale village, Taychedah village, and Oakfield No. 1, two teachers each. The remaining districts employ one teacher each. During the winter term teachers were employed in all districts in the county except five. During the summer sixteen districts had no school. These were nearly all in the extreme eastern part of the county. The districts which are *accustomed* to have no summer school almost invariably have only three months school in the winter. It is impossible that the lapse of a course of years will not present the young people of such districts to society, with an educational preparation for life far inferior to that of those districts which have given their young people eight or nine months schooling each year.

The year has not been without its manifestations of improvement. Fewer cases of trouble have arisen than during the previous year. An increased number of schools have been decidedly successful. This is owing perhaps in part to the more systematizing of the whole school work; in part to care taken in the rejection of extremely young or poorly qualified teachers; but especially to the increased number of teachers who have tried to do their best, *in and out* of the school room, to educate in the highest and noblest sense those committed to their charge.

Full or partially graded school districts might be formed by consolidating districts in the vicinity of each of the following places, namely: Oakfield station, Rosendale village, New Cassel, Seven Mile Creek, and Calumet village.

The value of large districts and graded schools is not generally appreciated. The tendency, and unwisely, as it seems to me, is in favor of single schools and small districts, and yet in nearly all the localities just named, one or more private schools are regularly sustained. On account of this tendency I think the proposed "township system" would meet with violent opposition from a large majority in this county, since it would enlarge districts in many cases—re-district towns sadly needing to be re-districted and establish graded schools where they ought to be established—a few would appreciate the advantages thus offered. Its appointment of town school officers and its mode of electing the county superintendent would, I think, meet with general approval.

New rooms for fifteen schools have been provided during the year. With one exception all the new school houses are large and commodious, erected with taste and an eye to comfort and service. They do credit to the districts to which they belong. The new school building at Seven Mile Creek, were its entries larger, would be an excellent model. It is the best in the county for commodiousness and convenience of arrangement.

Three first grade certificates, twenty-one second grade, and two hundred and seven third grade certificates, were issued during the year. One hundred and seventy-six applicants were rejected.

The wages paid to teachers are too low considering the times and the labor required; and as a consequence some of our best teachers fall out at the close of each term and go into other employments. Though there has been a large number of applicants it has not been easy to secure the requisite number of well qualified teachers. No applicant has been rejected, whom I could conscientiously approbate. It had been hoped that the returning soldiers would fill the ranks of teachers, but few of them re-enter the school room, and instead, are engaged in adroitly withdrawing some of our best female teachers from the profession, into a very different life.

It is much to be regretted that school *officers* and *parents* give so little attention to the schools by personal visitation, though in this regard there has been an improvement during the year.

Entire neglect of the public schools on the part of some, and irregular attendance on the part of others, are perhaps the greatest evils with which we have now to contend. The scholars are most regular when the teachers are most faithful, and keep up a constant communication with the parents, by monthly reports and otherwise.

A Teachers' Institute was held at Fond du Lac in the spring, at which such assistance was secured as to make it one of the most efficient, and, in numbers, one of the largest ever held in the State.

The Superintendent made four hundred and twelve visits to one hundred and eighty-one schools during the year; and gave fifty-one evening lectures on educational topics in various parts of the county.

I. N. CUNDALL,
Superintendent.

GRANT COUNTY. .

Having forwarded you my Annual Report, I, in compliance with your request, proceed to give you a special Report of the condition of the schools in this county.

I would here note some points wherein my statistical Report is imperfect, notwithstanding my having sent a timely circular to the town clerks, calling their attention to the importance of having their reports accurate and full. You will find several columns, such as those headed number of districts and joint districts not reporting, highest valuation of school house and site, number of pupils and attendance of pupils, imperfectly filled.

In some two or three districts teachers had failed to keep a proper register, and hence many valuable facts could not be reported. I would here suggest to District Clerks, that the law requires the teacher to keep

a correct register and makes forfeiture of pay the penalty of noncompliance with this requirement. Clerks should furnish suitable registers and not the blank books that are found in some of the schools.

There have been several school houses built in this county since my last report, and in Muscoda the school house has been well inclosed, the grounds graded and two out houses put up. In District No. 8, of the town of Lancaster, the grounds have been well inclosed and graded. I hope to see much improvement the coming year in the matter of building school houses and out houses, and of inclosing school grounds and ornamenting them with shade trees. A number of districts have voted quite liberally toward building next year.

There has been no change during the year in the matter of graded schools; but from the action of the school boards of several districts this fall, there may be a report of better things next year. There are eight schools in the county having made more or less advancement toward a system of grading. That in District No. 4, in Platteville, has been the most thoroughly organized and managed.

Although not immediately within my field, I would report with pleasure, that at Patch Grove, the friends of education have built an academy of brick, at a cost of about \$8,000. I trust that a like liberal spirit may get hold of the people there in the matter of public schools, and then their present small and dilapidated school house will soon be supplanted by one suitable for both the purpose and the place.

During the year I have made one hundred and seventy-four visits to the different schools in the county, and during the same time there have been delivered twenty-four evening addresses on topics immediately concerning the elevation of the Public Schools, the improvement of the Teachers, and the more thorough and practical education of children.

There are four towns that I have been unable to visit this school year, being prevented by indisposition at the time I had assigned to them. I shall visit them as soon as the fall term of school opens.

I have held, during the year, three Institutes, one at Lancaster, beginning December 27th, 1864, and continuing the following two days; one at Platteville, beginning April 10th, 1865, of same duration as the former one; and one at Boscobel, beginning August 28th and continuing till September 7th—nine days, being four days in the present school year and five in the next. At these there were respectively 36, 76 and 70 teachers in attendance. I find that the better class of teachers are the more certainly present at Associations and Institutes, whilst those who most need the drill and instruction seldom attend; yet I am hopeful of even these. I find at each succeeding Institute some new recruits from their ranks, and such usually express themselves as benefited and better prepared for their work, and regret past neglect to attend.

At these meetings I received valuable aid from Rev. Julius Schum and John J. Copp, of Lancaster, each of whom, in addition to drilling classes, lectured twice, also from the Hon. J. T. Mills and A. R. Bushnell of Lancaster, who delivered lectures, and from J. H. Terry of Spring Green, Sauk county, who took part in the drills and also lectured; and lastly the State Superintendent not only placed me under great obligation to him,

but also made himself many warm friends among the teachers of Grant county by his earnest and instructive labors in the Institute at Boscobel in the drill of classes, by his methods of instruction and words of counsel and encouragement. Superintendent and teachers would warmly welcome him among them again. To the teachers in the public schools of this county, who attended and took part, I tender my heartiest thanks, and as a reward for their labors promise them future opportunities to repeat them for their own and others benefit.

There were present at my fall examinations 154 candidates—114 females and 40 males, of the former 2 received certificates of the second grade, and 65 of the third; of the latter 31 received certificates of the third grade, making a total of 98, or 65 per cent. of the applicants who passed examination, leaving 56—47 females and 9 males who failed. At my spring examinations there were 279 applicants—256 females, 23 males; of the former 1 received a certificate of the first grade, 3 of the second and 163 of the third; of the latter 19 received certificates of the third grade, making a total of 186, or 66 per cent. of the applicants who passed, leaving 93 (of the former 89, of the latter 4) who failed to get certificates. This gives a total of 284 certificates of the three grades granted during the year. There are about 20 twice counted, leaving 264 different persons receiving certificates. A number of these have not taught and did not apply with the immediate purpose of teaching. But being in school with teaching in view, many of them were examined simply to ascertain their knowledge of the several branches and wherein they needed most improvement—many of these being young, my average of teachers' ages is below what it would be were the average age of those actually engaged in teaching given. I have granted in addition to the above, 43 local certificates—to males 5, to females 38. Several of these were granted to teachers who, although failing to pass examination, gave evidence of success in teaching, and some were given to those whose qualifications were good enough but who failed to attend public examinations:

The average age of the 327 who got certificates is 21 years, and their average experience is $1\frac{1}{2}$ years. The oldest teacher is 59, with an experience of 38 terms of 4 months each. The number employed in the same school as during the previous year is 50. I am satisfied there is an increased disposition to employ the same teacher term after term, and there is also a marked increase of wages as shown by a comparison of my report with that of last year. Yet there are some district officers over anxious for change, and others too eager for cheapness.

I think I have labored not in vain in endeavoring to have good black boards in all the school houses, to have school houses built after better plans, and to have pupils supplied with slates and pencils. I find on visiting, for the second time, many schools, every pupil supplied with slate and pencil, where before but a few (and none of the smaller ones) had them; and often good black boards where before there was none, or but a very poor one. And during the year I have been called upon to furnish plans for six districts, for new houses, all of which have been received kindly, and I hope soon to find new houses in these several districts after the plans sent, or improvements on them.

The "Township District System is *desirable and practicable* in this state," and I would refer for my views more at length to my former special report. I concur in all that is contained in the paper on this subject issued by your predecessor.

I would say that I regard the teachers of this county as improving in educational qualifications and in the proper estimate of their calling, and I believe the schools are equally being lifted up and improved. The people of the county are generally alive to the interests of the public schools, regarding them as they really are, the safety and bulwark of a free people, the only means of universal education.

D. GRAY PURMAN,
County Superintendent.

IOWA COUNTY.

Since my appointment as Superintendent I have issued fifty certificates, nearly all of the third grade. I have also granted forty-five special licenses to teach for a less period than a year; about one-half of which were granted because the candidates asked for and received a private examination before the time of holding the public examinations, many of whom afterwards came to the public examinations and received a full certificate; the remainder were given to young and inexperienced teachers, some of whom passed a very creditable examination. Most of the teachers are desirous of obtaining a good third-grade certificate, but are not ambitious to rise higher. There were but four candidates for the second grade, and two certificates issued, and there were no candidates for the first grade. Most of the schools in this county do not absolutely require a higher scientific knowledge than the law prescribes for a third grade certificate; but in my opinion, other things being equal, a teacher who is competent to hold a first grade certificate is worth much more (and the difference may be incalculable,) to teach a primary school than one who is barely able to obtain a third grade certificate.

The schools generally throughout the county are intellectually in a good healthy condition. The teachers are faithful, diligent and attentive, and, I believe, try to make the best use of the means afforded them to furnish to the State intelligent and useful citizens.

The greatest evil I discover is a want of regularity in attendance. For this reason the success of some schools in agricultural neighborhoods has been very much retarded during the spring and summer; but the cause is apparent, of course. The older members of the family were absent in the army, and the younger had to supply their places. But as the cause has now ceased to exist, no doubt a marked improvement in this respect will be manifest during another year. By examining the statistical report it will be noticed that there is a large number of children (nearly twenty-eight hundred,) between the ages of four and twenty years, who have not attended the public schools at all during the past year. Scarcity of

laborers was a leading cause, but a want of sufficient school advantages near at hand had an influence. All grades and ages of scholars are compelled to mingle together—study and be taught in the same room, and under the same circumstances, and the young seem to crowd out the old. A graded school, accessible at some point to the advanced scholars, would be of immense advantage.

There are but two graded schools in the county; one at the city of Mineral Point, which, while in operation, does good work, but a want of means limits the length of the school term, and therefore its usefulness. An effort will soon be made to amend the city charter, so that more money may be raised by taxation for school purposes. The other is at Dodgeville, has a good corps of teachers, is well managed, and is of great advantage to the community. Another graded school should at once be organized at Linden, and I am glad to learn that an effort is being made in that direction; another also at Highland. Here there are two very respectable school buildings, only a few rods apart, in which four teachers are employed, and a promiscuous school taught in each. If the two districts interested were consolidated, and a graded school established with three teachers, all parties would receive greater advantages at less expense. At the village of Avoca the people are doing well, they have a pleasant school building, and maintain a graded school of two departments a part of each year.

I believe the Township District System is desirable, for the reasons so clearly set forth in the report of the Superintendent of Public Instruction for the year ending Aug. 31, 1863. No superintendent can visit all the schools in the county as often each term as is useful, without he is possessed of untiring industry and commendable magnanimity; nor can he always awaken the same interest that he could were he a neighbor, and an acquaintance standing ready to seize every opportunity to present the good cause in the most favorable light.

Whether the Township System can be made practical or not, depends very much on the competency of the township officers who will carry out the details of the plan. In order to get good men some compensation should be allowed those who devote their time and labor to this work for the public good.

Our course of education, I think, is a little defective. We teach scholars how to speak and write correctly, and enough of mathematics to keep accounts, and some general ideas of the natural sciences, but the studies prescribed by law, no matter how thoroughly taught, illy prepare them to perform one of the most important rights and duties of a citizen of the United States. I refer to the exercise of the elective franchise. The right to vote is but of little use to him who does not know how to vote, and certainly to vote intelligently he should know something of our constitution, the principles of our government and our laws. In school he should prepare for all the duties of practical life, and this is one, and the safety, the prosperity and the happiness of our country, rest in a great degree in the sound political education of its citizens, which education should not run the risk of the reading of maturer years,

or the instructions of a partizan press. How this instruction can best be given, whether by text books. or by oral lectures from the teacher, I leave as an unsolved problem.

ALEXANDER WILSON,
County Superintendent.

JEFFERSON COUNTY.

The schools of this county have generally maintained their usual standing, although the absorbing interest in the war has drawn so largely on the attention and resources of the people. There has been an unavoidable decrease in the attendance of the class of larger pupils which seems to detract from the appearance of the schools; but measured by the standing of those of the same age, we have even more than held our own.

The inadequate supply of good teachers is one of the greatest difficulties to be met with at present. The opinion has prevailed that with the close of the war we should have a large number seeking employment in our public schools. Many districts voted at their annual meetings to engage male teachers for the winter terms. But on the contrary it has proved difficult to obtain enough of both sexes to supply the demand, for no other reason than that other employments pay better. Teachers' wages have advanced twenty-five per cent. over last year, but it will require a greater advance to induce capable young men and women to adopt the teachers' profession. When the pay is made equal to the work and responsibility, the needed supply will come.

Several districts have made arrangements to build during the coming year. The village of Lake Mills is preparing to build a large and expensive Graded School building, and Fort Atkinson is about to put up large additional buildings at an expense of from eight to ten thousand dollars. The war has shown the people their ability to raise money far beyond all previous calculations, and they have learned that it is cheaper to build schoolhouses than to put down rebellions.

We need legislation to induce a more general co-operation of the foreign population in our public schools. In many districts where from eighty to one hundred and twenty children are returned, from six to twelve will be found in the public school. We cannot, certainly, expect to build up and maintain liberty where the basis is so ignored.

I have taken pains to bring the plan of the Township System of Schools before the people in my intercourse with them this fall. There is a general feeling that we need some system that will impart increased vigor to the cause of education, but there is no definite idea as to what is needed.

There is a natural opposition to giving up the direct control of their schools, especially in districts that have maintained good schools, while the town, as a whole, is behind in educational interest. Among the points that commend themselves, are these:

It removes the school from the direct intervention of fault finders.

It is more likely to secure the best teachers through the co-operation of the superintendent and Town Board.

It will have a tendency to a greater average length of school during the year:

It many towns it will furnish facilities for higher grades of schools not otherwise attainable.

With these and other good qualities it will be a question whether or not it will be more expensive than the present system, though we have yet to learn that expense is an item of small importance in the matter of educating our children.

J. K. PURDY,
County Superintendent.

JUNEAU COUNTY.

In compliance with your request, I respectfully submit the following special report:

Schools.

I am happy to state that I find marked improvements, in some respects, in our schools. Those branches (Mental Arithmetic and Orthography) which have been so sadly neglected heretofore, are receiving considerable attention. In my communication to teachers in the spring of 1864, I urged upon them the importance of giving those branches more attention, and in visiting schools the following summer, made it a point to propose questions to pupils and illustrate to teachers my method of "oral" instructions in these branches. And I am constrained to believe that the course pursued has proved beneficial.

About seventy schools were in operation during the winter of 1864-5, and about the same number during the past summer. And with few exceptions, were ably conducted.

Graded Schools.

We have three graded schools of three departments each, and each maintains about ten months school in the year. We have one more district in which a graded school could be successfully established, as two teachers are usually employed in the school, which numbers over one hundred pupils.

School Houses.

I notice but little improvement in school houses and school furniture.

Two respectable school houses have been built since my annual report; one in the town of Orange, and one in the town of Fountain. When I visited the latter school one year ago, I found a small log house, distaste-

ful, uncomfortable and inconvenient in every particular ; with a loose, clattering floor, rickety seats, squeaking door, and broken windows. When visiting the same school this summer I was delighted to find, instead, a neat white building of respectable dimensions, bearing unmistakable marks of taste, comfort and intellectual refinement in its external beauty and internal convenience. With these exceptions I find the same old school houses, with the same awkward desks, and the same uncomfortable seats that I found in the winter of 1863-4, though in some districts the subject of a new school house is strongly agitated. One log school house was consumed last winter by fire, and preparations are being made for a framed house in its stead.

Teachers.;

The whole number of candidates examined since August 31st, 1864, is one hundred and seventy, of which number, nine received second grade, one hundred and seven received third grade, and twenty-four received limited certificates, and thirty were rejected. No first grade certificates have been granted during the past year.

There is a commendable zeal manifested on the part of teachers to improve, and become thoroughly qualified for their arduous and responsible work.

No county can boast of a more faithful, earnest and active corps of teachers than ours.

Teachers' Institute.

A Teachers' Institute was held last fall at Mauston, by the undersigned assisted by Prof. H. C. Wood, former superintendent of this county. The Institute was conducted upon the principle of a Normal School, and continued thirteen weeks: about sixty teachers were present. I am satisfied that we had a pleasant and profitable time. The Institute this fall will be held at the same place, commencing October 16th.

Pupils.

The average attendance of pupils is about the same as heretofore. I am sorry to say there seems to be but little improvement in this direction.

Irregular attendance is the bane of our schools: but parents and teachers can remove the evil.

Visits.

The visits of parents and district officers to schools are like the "visits of angels" to this mundane sphere—"few and far between." There seems to be an inclination on the part of patrons to leave the schools and the instruction of their children to the teachers and superintendent exclusively. Parents do not realize the amount of good they can accomplish by visiting schools, by letting the children know that they are interested

in their work, encouraging them by their presence if nothing more. Children love to be noticed; it stimulates them to greater effort; and what is said of children in this respect may be said of teachers.

Township System.

I am satisfied that this system would be a benefit to the state as a whole. It cannot but operate admirably in densely populated districts. And should no benefit accrue to the sparsely settled localities by the adoption of this system, I can see no evils resulting therefrom, and it should be our aim to benefit the many rather than the few, when we can do so without injury to the few.

GEO. P. KENYON,
County Superintendent.

KENOSHA COUNTY.

The raging of civil war has necessitated the employment of female teachers almost exclusively. They have succeeded well in government, as well as in imparting instruction. Our schools the past winter compare favorably with the same number ever before visited in the county. Patrons, school boards and teachers seemed determined to aid and support each other, and the result was, of course, success.

School Houses.

No new houses have been built, but many districts have exhibited a commendable interest in decorating their houses, papering them, furnishing them with pictures, and thus making them pleasurable abodes.

Apparatus.

School district No. 5, of the town of Brighton, has set a good example in furnishing a set of Mitchell's Outline Maps. Many districts have procured charts and manuals in penmanship.

Schools.

District No. 1, Somers, has taken the lead during the summer term in penmanship, showing conclusively that that much neglected branch of education may be successfully taught in our district schools. I have to report general good order and almost entire suppression of communications, such as whispering, etc.

Reports.

Teachers attach much importance to the monthly reports required of them; regarding them as of great value in securing order, punctuality in attendance and good recitations; I find no difficulty in securing prompt reports from each teacher.

One feature in reports which has proved quite efficient is, allowing teachers to insert in the report the names of those children who have been "perfect" in recitation, in deportment, and those not absent or tardy during the month. These names are engrossed on the "roll of honor" kept by the superintendent for the county.

Visitation of Schools.

In my visits to the schools I have made three grades, corresponding to the grades of certificates. If the grade of certificate granted at examination is too low or too high, as regards the *practical* teaching, it is rectified at the next examination.

The reports are also taken into account in classifying teachers. If the report and the visitation do not correspond, the discrepancy must be accounted for by the teacher. Thus a close system of espionage is instituted for the entire county. The faithful teacher is justly encouraged, and incapacity and inefficiency rebuked and disoarded.

Soldiers' Home.

During the summer, quite a large amount has been contributed for the "Home" at Milwaukee. Many schools have, by this means, secured a beautiful engraving for the school room.

Teachers' Institute.

We have just closed an Institute of much interest. It was held for two weeks at Wilmot. Most of the teachers in the county attended. Lectures were delivered by Hon. J. G. McMyun, Superintendent Smith, of Walworth county, and Rev. F. B. Norton.

A spirited discussion of many points of "Theory and Practice" took place, and all the exercises were very interesting, and we hope profitable. Prof. Griffith, of Batavia, Illinois, had charge of Elocution, and Prof. North, of St. Louis, of Vocal Music. Both of these gentlemen acquitted themselves to the entire satisfaction of all present.

Although our schools are far from perfection, yet, upon a review of the year, we can see progress. There appears to be a new formation of educational development. There is a very general demand for *qualified* teachers.

School Boards say: "We want value received for our money, and we wish to *pay* for work well done." Never before has been felt so much

the need of teachers thoroughly fitted for their work ; and in this county we hail with joy the prospect of having established in our own State one or more Normal Schools. A work alike worthy of the distinguished projectors and of the great State of Wisconsin, by which she ranks foremost in educational progress.

R. GRAHAM,
County Superintendent.

KEWAUNEE COUNTY.

The short time that I have held the office of County Superintendent will preclude me from making an extended report. I will briefly state the condition of the schools as I have found them since my appointment, which was to fill the vacancy caused by the resignation of D. D. Garland, and bears date April 27th, 1865.

1—*Schools.*

The schools, with a few exceptions, are at "low ebb" as we are in a heavy timbered country and sparsely settled, which renders it somewhat difficult to get good teachers to come here.

2—*School Houses.*

We have six frame school houses and about thirty log, the former, as a general thing, are well arranged both for pupils and teachers, but the latter are in too many instances unsuitable for the purpose designed. I am happy, however, to state that in many instances I have caused decided improvements to be made.

3—*School Apparatus.*

There are four schools furnished with outline maps, and almost all of them are furnished with black-boards most of which are of too small dimensions.

4—*Graded Schools.*

We are to have two graded schools the coming winter, one at Kewaunee, the county seats and the other at Ahnapee.

5—*Certificates.*

There have been 41 certificates granted during the year, 26 third grade and 15 limited.

6—*Pupils.*

The average of punctual attendance has been about seventy-five per cent.

Owing to the heavy war tax for the past few years, many districts have labored under difficulties to keep up their schools, but as the condition of the country reverts back to first principles again, it will doubtless show decided improvements, especially in the newly settled counties.

S. L. KEITH,

County Superintendent.

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MANITOWOC COUNTY.

In transmitting to you my annual report, I can only say that in this county the cause of common schools and education generally, has been greatly promoted during the past year. At the school meetings this fall, the people have raised more money than formerly for improving and building school houses, purchasing more valuable school sites, and increasing teachers' wages. Take it all in all, I believe Manitowoc County has made rapid progress in her educational interests, and manifests a desire to improve and increase.

JERE. CROWLEY,

County Superintendent.

MARQUETTE COUNTY.

Herewith find my report of the condition of the common schools in this county. I regret it does not come to you in better condition. My inexperience as County Superintendent is the only apology I can make. I see now many errors and blunders that might have been avoided, or corrected, had I known or suspected the reports of the town clerks would be so deficient and erroneous. Their reports reached me so late there was no time to revise or correct, except in a few instances. I am sorry to say, too, from the present prospect, the annual report next season will not be a great improvement on this. The opposing candidates now before the people of the county for election to the office of county superintendent, are, in my opinion, the poorest kind of stock for the position—neither of them even being members of our teachers' association, and neither of them has ever attended an institute in the county to my knowledge. What a humbug and imposition that county superintendents are elected. I hope to see the time, and that soon, when men will not be

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allowed to fill this important and responsible office until they are examined by the State Superintendent, and obtain his certificate that they are qualified, in literary attainments at least. Now it frequently happens through political jugglery and chicanery, that men untirely unfit are elected to this office, and the public thereby imposed upon, our children robbed, and the public money wasted. When will such grave evils be rectified? Not until the masses are better educated. Not, I fear, until a law is passed that all parents, and those having children under their charge, shall educate them—give them three months schooling yearly, at least.

In regard to the township system for the government of common schools, I will say, from my experience as county superintendent during the past year, I am more thoroughly convinced than ever of the beneficial results that would ensue from the adoption of this system. No other system, I am satisfied, in this county at least, will carry out the spirit of the constitution of this State, which requires the establishment of district schools to be as nearly uniform as practicable. The cash value of the school houses in this county (some sixty in number,) will net amount to above \$10,000; many of them not fit to stable a decent horse in; almost all without any inclosure; the outhouses in the most deplorable condition; many of the districts, owing to their small size and the small amount of taxable property in them, are burdened with heavy taxes, and almost compelled to employ cheap teachers to support a school three months in the year, while the more wealthy districts are comparatively lightly taxed, and support a school for a much greater length of time. The result is, the burden of taxation is heavy upon the poor and light upon the rich. This is not democratic, or in accordance with the spirit of our institutions. Many of these evils, and many others which might be mentioned, might, in my opinion, be avoided by the adoption of this system. It would be cheaper; our schools more ably conducted; our school houses more comfortable and convenient; taxes would be better equalized, and the office of county superintendent be rendered much more efficient. It seems strange, when this system has been so thoroughly and successfully tried in other States, and so urgently called for by the best educators and teachers everywhere, that our wise savans at Madison do not see the propriety of passing an act to adopt it. I sincerely hope you and all who feel a lively interest in this matter will continue to agitate the subject.

E. B. CHAPMAN,
County Superintendent.

MILWAUKEE COUNTY.

First District.

I compliance with your circular letter accompanying the blank form for the annual report, I have the honor to submit the following :

The character of some of our school houses has undergone no change for the better, but has been rather growing worse. Taking the whole, in this district, we have some decidedly bad, indifferently good, and very good ones, and their quality is always proportionate to the interest which the people in the neighborhood manifest in their prosperity.

A new brick school house is now building in district No. 8, town of Lake, at a cost of \$1,600, which, when finished, will be a credit to the inhabitants of the district.

Great improvement has been made in the qualifications of teachers during the last two years. This has been clearly shown, not only in the public examinations of teachers, but also in the improved, order, instruction and discipline of the schools.

There have been eighteen teachers employed in the same schools this year as last, and invariably these schools have made the best progress of any in this district.

I am sorry to say that the people generally do not show their esteem in the proper manner, that is, by visiting their children while in school ; and I know of several instances in which the district officers have not shown their faces in any school during the past year. It is a universal rule, that in those districts where the inhabitants and officers most frequently visit the school, there the best schools are found, and the best teachers seek employment.

There is another evil, which I hope to see reformed, that exists in our schools, that is, the frequent change of teachers. This and the short period for which they commonly are employed, are great obstacles against teaching. Over three-fourths of our teachers are ladies, who, in general, are well educated, and fit for the high position they occupy ; yet the short period they follow teaching draws too many beginners into the field, and hinders the schools in their progress.

In my opinion the Township District System is not desirable and practicable in this State.

WM LAWLER,
County Superintendent.

MONROE COUNTY.

Many portions of the county are new and sparsely populated, with a disposition to narrow down the limits of some of the school districts. Results, poor pay, and as a consequence, comparatively poor teachers,

who fail to succeed as could be desired. In other parts a larger population is found and an ability to pay better wages, hence they have older and more experienced teachers. I am pleased to say this is the larger proportion of the county. A few schools are excellent, as good perhaps as are found in older and wealthier counties. The majority of the schools are in the hands of those who are devoted to their profession and deserve special commendation for their persistent efforts amid great discouragements. We notice several things that are especially to be regretted. 1. Poor school houses; some are mere apologies, many badly located, illy constructed, cold and dark. 2. The greatest multiplicity of textbooks; some modern, and others introduced some time since the dark ages. 3. Young and inexperienced teachers. As a consequence too many of the schools are nearly a failure, badly taught and worse governed. In our semi-annual report to the patrons of the schools we have called attention to these disabilities, we hope with some success. We have especially urged district officers to a more careful performance of their duties; also have recommended a definite uniform series of textbooks for adoption. Some improvement in school buildings is noticed. The one in the village of Tomah is about completed, at an expense of \$2,600, and is a fine structure, neatly seated with patent seats and supplied with proper means of warming and ventilation, etc. Other districts are proposing to build; we have urged on such the importance of adopting the best models without regard to expense. We are informed that the citizens of Sparta are moving to erect a substantial high school building to cost some \$10,000. We have but two graded schools in the country, viz: the village of Sparta and Tomah, each one, in the hands of thoroughly competent persons. We have visited nearly all the schools twice since January last, and have addressed the people at various points upon local and general matters pertaining to the schools. In conclusion, while we cannot speak of that progress desired, yet we feel that progress has been made. We trust all interested will address themselves to the work of improvement, then success is sure.

C. W. KELLOGG,
County Superintendent.

OZAUKEE COUNTY.

The schools in this county remain about the same as last year. A supply of good teachers is the great desideratum, but where will you get them, when you look in my report and see what the average wages are that we are paying. I presume we shall always be troubled in finding enough good teachers, and I think this arises from two main causes. One I have mentioned before, the other is that of one hundred rural districts, school will be kept the year around in but 3 or 4, while in the remaining 96 or 97 from 3 to 6 months' school is taught. What shall the teacher do during the long vacation? Can he afford to improve himself for the

next 3 months' teaching the coming year, and use up his small earnings, or is he to follow another trade or occupation? If he does the latter, he will, perhaps, generally find his new employment more profitable than keeping school, and then it may well happen that young and talented men drop school teaching after a term or two and follow another business, while the lazy and good-for-nothing portion are likely to remain on hand, idling through the summer, to warm their shins in the winter at the school house fire. We want but three or four large districts in each fully settled farming town, so that school can be kept the year around, and good wages paid. There is no need that each farmer may have the school house before his door, because it is too far for his small children to walk. Small children, or children under seven years of age, have no business in school; they better stay at home, but may attend during summer and fall. It is much better, and it will be of greater benefit to children, to walk a mile or two farther, and be instructed by a *good* teacher, than be bothered by a poor one who lives next door. By carrying this idea through we may have a class of teachers who will make it, and can make it, their *whole business* to teach our common schools; but with our present system we shall never succeed. Let the supervisors of each town or county build good substantial school houses, at convenient places, divide the districts so that it is comparatively easy for each district to keep school the year around, and, if possible, have two or three departments. You will then raise a class of teachers whom we can honor and trust. Devise a system of giving us *good teachers*, and all the rest, town or county system, is of minor importance; but I again repeat, that teachers must have employment *as such*, the whole year, in every one of our schools, and I have no doubt that it can be done in all the older settled counties in this State, by reducing the number of districts and letting the town or county supervisors locate and build the school houses.

FR. W. HORN,

County Superintendent.

PEPIN COUNTY.

The schools of this county are new, and have not that degree of regularity, system and order which characterizes older sections; but I am happy to state that they are improving, and the interest in education is daily increasing.

Some confusion exists about the formation of new districts, and the division of old ones. Some districts embrace a large extent of territory, making the school houses inaccessible to some of the inhabitants, while the house in the adjoining district is near enough. In such cases children are deprived of schooling, unless they pay a regular tuition fee.

In regard to the Township District System, I have acted upon the advice of the poet,

"Be not the first by whom the new is tried,
Nor yet the last to lay the old aside;"

And after due consideration, have come to the conclusion that it is not only desirable but also practicable.

It will be more efficient than our present system. It is very seldom that we get a real live business man who is qualified for the office of district clerk: such a man will not accept it, hence it is given to incompetent and careless men, who, in hiring teachers and conducting the schools, act from the sole stand-point of the cheapness of the school; being paid nothing for their services, they scarcely ever visit the school or attend to the other duties of the office.

The truth of this can be substantiated by a large majority of the teachers and town clerks of the State. The fact is, the district board woefully neglect their duties. They are generally farmers, or engaged in some other honorable occupation, which requires all their time, even if they have the desire to see to the affairs of the district.

Now give us a town board in their stead, with their duties marked out, and well paid, selected from the most efficient men in the town, and this half-hearted business will vanish from our schools; it will inspire teachers with new energy and life, while now many, being creatures of influence, plod along, catching the spirit of indifference from district officers.

I am in favor of the Township District System, from the fact that it is more compatible with the fundamental idea of our free school system. It breaks down the barrier that the child, simply because he happens to live in an adjoining district, is deprived of a school.

It may be said the same objection lies equally against the township system, but not so strong, for as the boundaries enlarge the objection diminishes, and the township, I believe, to be the normal idea of a district as regards size.

Again, it would do away with much contention, and settle at once at least five hundred neighborhood quarrels in regard to districts, which are now pending in the State.

It seems superfluous to argue the almost palpable fact that the township system affords a better chance for graded schools. Visit almost any district and we find two or three advanced scholars studying, or trying to study, some of the more advanced sciences. These advanced scholars are almost losing their time, while they are at the same time robbing the small children of their opportunities. Now the law and spirit of our educational system is to let the advanced go on still further, and help the backward along; but in a heterogeneous school (and most district schools are such,) we have exactly the reverse of this—the scholar who would progress is held back, and stands in the way others.

Now in almost every town there are enough of these advanced scholars to make a good respectable school. The law contemplates that this school should have a principal well qualified for his business. This school, as a

center, would send out its influence to the surrounding schools of the town, infusing life, not only into the teachers, but also into the pupils. This system is in accordance with the development of the mind. Progress ahead! The child counts up the terms when he will reach the graded school—the advanced school. The presence of at least one live, thorough going teacher in each town of the State, will be a great achievement.

Teachers' institutes will be held often, and with less expense to teachers, resulting in a greater amount of benefit all around.

The objection has been raised by some very able educators, that the township system would be a cats-paw for demagogues, but certainly I fail to see why. In our government we must trust to the intelligence of the people to elect suitable men. Educate the people, and then let them work. This is our great safety-valve.

As the education of the people—the masses—in a republican government, is the substratum upon which the government, as a superstructure, rests, it is of the utmost importance that the foundation be solid, and it is unwise to talk about the expense of procuring a solid foundation; so long as the superstructure is assuming such gigantic proportions, the expense must be incurred whatever it may be. If we can build navies, raise armies, and carry on war to carry out the government, we can raise money to lay the foundation upon which the government rests, viz., the education—the general intelligence of the people; hence, if the township system is better than the present one, we should adopt it even though it cost a little more; but this is extremely doubtful; the probabilities are that it will not only be far better, but also cheaper.

J. R. HANAN,
County Superintendent.

PIERCE COUNTY.

We have labored under some embarrassments. The war took nearly all our male teachers from us. Then our densest settlements are separated by "woods," so that it is difficult to convene our teachers at any one point:

But in some respects we have made progress. The law is better understood and more generally observed. Special examinations, once very common, are now seldom solicited. Few special pleas for leniency are now presented, either by teachers or school officers. The best teachers are now sought in nearly all the districts. Our teachers progress. Those indisposed to study and progress drop out of the ranks.

We have two graded schools, one with six departments and one with three. Both are in good condition and growing in public favor. We have no private schools. All join to make our union schools good enough for our richest as well as cheap enough for our poorest people.

I am not prepared to commend the "Township System." Our settlements do not conform to town lines. We have many joint districts. Each of our two graded schools draws its scholars from three towns and one of them from two counties. Unless a law can be framed on a better plan than any I have seen, I should think it not adapted to our wants. I may add, that the people generally seem jealous of such a centralization of power. I concede some advantages to the Township System, and it is possible my objections might be removed.

Next month I yield my office to a successor and soon remove from the state for a time. I trust my successor, whoever he may be, will be capable and faithful. And may the cause of education in Wisconsin and specially in Pierce county, ever flourish.

CHARLES THAYER,

County Superintendent.

POLK COUNTY.

There has been but little improvement made in respect to school houses the past year. The immense taxes which have been raised for the payment of volunteer bounties seem to have absorbed the means which might otherwise have been appropriated to building. There has, however, been two good hewn log buildings erected, and plans are being matured for the completion of three good frame buildings, one of which is designed for a graded school, in the village of Osceola, which is very much needed. We have at present eight good frame school houses, five comfortable hewn log houses, two miserable shanties, and seven schools are taught in private houses; two districts have had no school the past year. Most of our school houses are provided with blackboards, and three have outline maps, one of which was purchased last spring.

The State Superintendent's circular has done something towards awakening an interest in regard to some of the things mentioned therein.

Teachers.

I have examined during the past year twenty-five applicants, seven of whom have been rejected, and some others would have been, had it not been for the scarcity of teachers. I have in several instances been obliged to grant limited certificates between the semi-annual examinations, and in some instances have endorsed the certificates of the Superintendent of St. Croix county, which I think is preferable to granting special examinations. I have generally required teachers holding third grade certificates to pass examinations semi-annually, which plan although not appreciated by all, has nevertheless had a good effect in prompting teachers to study and prepare themselves for higher attainments. As for the teachers of Polk county, I can say they have not been idle. With but few exceptions an advancement has been made which would compare well

with the advancement made by the students of any high school. There has been a thorough waking up, and they begin to see that they *must* advance with the times.

The county superintendency has worked well in our county. I have been actually employed about 100 days each year in the business of the office, and, although laboring for the small and very inadequate compensation of \$125 per year, I have not been weary in well doing. I can see that my toil has not been in vain. The satisfaction of knowing that I have done something, for the advancement of the cause of education seems to repay me for my trouble.

"The township system," I think, would rather be an injury than a benefit to us, however much it might be desired by the more densely settled portions of our State. But, lest my report may weary you, I will not take up space in the discussion of its merits or demerits.

School visitations have not been so frequent as they should have been. This neglect seems to arise not so much from a lack of interest as from a kind of false impression, which seems to be prevalent in this section of country, that they have no business meddling with the teacher's work; but this idea is rapidly passing away. In one instance, while delivering a public address, I was interrupted by an old gentleman asking me if people had a right to visit the school. I told him, most certainly they had, and every good teacher would thank them for a friendly call, and the school would be benefited by it. He replied that he was very glad that such was the case for he took pleasure in visiting the school. One thing is remarkable in our county. We have had but two terms of school taught by a male teacher for the past year. As I expect to retire from the office at the expiration of my term, not being able to spend my time for the small pay, I hope it will fall into competent and faithful hands, whose heart shall be enlisted in the cause, as mine has been, and that *education* which is the foundation of our civil liberties may be considered worthy the attention of all.

R. H. CLARK,
County Superintendent.

PORTAGE COUNTY.

As to the condition of our schools, I am not able to report much improvement during the past year. At the time of making the appropriations for the maintenance of schools during the year, the war was still raging; heavy drafts had been made, not only upon the able bodied men, but on the financial resources of the country, to meet the exigencies of the war, hence the appropriations made in some districts were not sufficient to keep up vigorous schools for the length of time they should have been. Our people, generally, appear to be fully aware of the fact, that in order to have good schools, they must be able to employ good teachers, and I am well satisfied that nothing short of

dire necessity prevents them from supplying the means of hiring such teachers. Considerable more inquiry has been made for good teachers, the past year, than the year previous, and I think it a good omen that the practice of hunting up a person who will teach cheap is no longer the *ne plus ultra* with school boards, but while they do not ignore the question of compensation, they are becoming more and more conscious of the fact that in order to secure first rate teaching talent, they must pay first rate wages. I feel encouraged to hope, from the increasing indications of interest manifested upon the subject of schools, by the people of this county, that each succeeding year will be marked by some progress. The subject of good school houses in districts that are destitute of them, is very generally engaging the attention of the people in those districts, and I am sanguine in the belief that the next annual report of the Superintendent of this county will show an addition of many good school houses to those already existing. In short, though living in a region where the "century aged pine" is singing his eternal requiem over our heads, we are alive to the fact that upon the education of our children, depends not only their happiness, usefulness and respectability in life, but also the very life and perpetuity of our government.

Our teachers, in point of qualifications (I speak now of those only who are teachers) are gradually assuming a higher position, and now that the sun of peace has again risen over our beloved land, I trust that such a state of things will be soon brought about as will induce talented men and women to engage in the profession of teaching for life, and this can only be accomplished by making such provision as will assure every worthy teacher that by entering that profession he will be sure of a competence through active life and old age.

With regard to our school law I am not prepared to say in what particular it might be amended for the better. I regard it now if properly administered, as sufficient to enable every locality that has a population of a half dozen families to have a good school. Constantly tinkering and modifying a law which answers well the purpose for which it was enacted, is unwise, and no radical changes should be made until a thorough trial of the existing law has demonstrated its necessity. Our school law has very recently undergone a thorough revision and codification. I would suggest that it is the part of wisdom to let it remain unaltered until the people have time to learn its provisions and see its workings. If I were to propose any thing in addition to the existing law, it would be in the shape of a supplement, subjecting all school officers, from the highest to the lowest, to such penalties for the wilful neglect of their duties as would insure their faithful performance of them. Further, I would impose a penalty upon that parent, or guardian who, when a good school is provided for his children, by the imposition of a tax upon the property of the State, and by the beneficence of the general government, unnecessarily keeps them out of school, or wilfully or carelessly neglects to send them. These are strong measures, some would say arbitrary and opposed to free institutions. I have neither time nor space to present arguments in their support. I will simply say that the State is bound by its constitution to provide the means of education for all its children, and it is

certainly logical to conclude that after having made these provisions, it has the power to make such laws as will render those provisions effectual and not leave it at the option of careless or thoughtless parents to render those provisions nugatory.

In relation to the township system, allow me to say that I have some personal knowledge of its workings. I consider it well adapted to a densely populated country. Its main value, in my opinion, is that it authorizes the establishment of graded schools, in which all the children may have the opportunity, by a regular graduation from the primary to the high school to receive a much more thorough and extensive education than it is possible for them to receive on the independent district system. But such a system (I speak now for my own part of the State) would be entirely impracticable in sparsely settled counties, such as this and many others are.

W. R. ALBAN,
County Superintendent.

ROCK COUNTY.

Second District,

From the written reports of the teachers and a visitation of the schools, I have prepared the following tabular statement :

No. of district schools in the superintendency,.....	82
No. of departments in the district schools,.....	87
Average number of pupils registered in each department,.....	33
Average number present on days of visitation,.....	23
Percentage of attendance of the number registered,.....	70
Percentage of the attendance of the whole number entitled to school privileges,	42
Percentage of pupils under 5 years of age,.....	4
Percentage of pupils between 5 and 10 years of age,.....	42
Percentage of pupils between 10 and 15 years of age,.....	40
Percentage of pupils between 15 and 20 years of age,.....	13
Percentage of pupils over 20 years of age,.....	1
Percentage of pupils studying mental arithmetic,.....	35
Percentage of pupils studying written arithmetic,.....	30
Percentage of pupils studying grammar,.....	15
Percentage of pupils studying geography,.....	39
Percentage of pupils instructed in map-drawing,.....	21
Percentage of pupils instructed in composition, writing,.....	18
Percentage of pupils studying algebra,.....	3
Average number of classes in each school,	19
No. of different teachers employed in the superintendency,.....	133
No. of male teachers,.....	25
No. of female teachers,	108
No. of teachers holding first grade certificates,.....	4
No. of teachers holding second grade certificates,.....	11
No. of teachers holding third grade certificates,.....	113
No. of teachers without previous experience,.....	25

No. of teachers having taught from 1 to 10 terms,.....	88
No. of teachers having taught from 10 to 20 terms,.....	14
No. of teachers having taught more than 20 terms,.....	6
Average experience of teachers in terms,.....	6
No. of teachers employed in the same school during the whole year,.....	17
No. of teachers under 20 years of age,.....	28
No. of teachers between 20 and 30 years of age,.....	70
No. of teachers between 30 and 40 years of age,.....	11
No. of teachers over 40 years of age,.....	4
Average age of teachers in years,.....	24
No. of school houses in the superintendency,.....	82
No. of school houses good and commodious,.....	12
No. of school houses comparatively good,.....	28
No. of poor school houses,.....	42

I wish I could say that there has been considerable improvement made in school buildings during the past year, but, excepting the erection of two new school houses,—one of these a model one in the town of Beloit,—and the repairing of a few others, there has been nothing done in this respect worth mentioning. The high prices of materials and labor continue to be the greatest hindrance to these improvements, which, for the sake of the comfort and convenience of pupils, it is hoped will soon return to reasonable rates. In a majority of the districts the school house does not compare favorably with the remaining buildings, and in a few it is scarcely an apology for a shelter for brute animals.

The schools, I think, are generally improving, though they are far from what they might be, and will be when their wants are better known and provided for. Some enjoy the services of competent and faithful school district officers, that are careful in the selection of teachers, and provident in supplying facilities for a better instruction of pupils. Such schools are a credit to the county and a blessing to those that enjoy their advantages. I regret to say, on the contrary, that there are a few suffering from neglect. For these a cheap teacher is hired without much regard to his qualifications and former experience, and the least possible provision is made to secure their comfort and advancement. It can not be that those responsible for this carelessness and neglect, attach sufficient importance to the proper education of their children, or have a conscientious regard to their immortal interests.

The pupils generally are quite well classified; much more however might be done in this direction, if some of the smaller districts were disorganized and attached to others, and some of the larger were divided into two or three departments. There is scarcely a town in which this might not be profitably done. Certainly it would be much better for the children to go even two miles to a school properly graded, classified and conducted, than to attend a poorer one nearer home. But the greatest hindrance to a good classification of pupils in their studies, and the most serious evil in the public schools, is irregularity of attendance. By comparing this with the last annual report, it will be seen that there has been less of this during the past year, but still it is an evil of so great a magnitude as to require, I think, some legislative action to remedy it. It would probably be inexpedient to enforce attendance of children upon

the public school, as is done by some of the less democratic governments of Europe, yet some inducement might be held out to secure this, if the public money was apportioned wholly or partly on the basis of actual attendance. If this was done, parents, who are mainly responsible for this evil, would not only feel a greater interest in sending their children regularly to the district school, but also in maintaining it for a greater number of months.

Of the one-hundred and sixty-three applicants for certificates that have attended the public examinations, one hundred and thirty-four were licensed to teach; three receiving first grade certificates, nine second grade; and the remainder third grade. A larger number might have obtained certificates of a higher grade, but did not consider that such conferred upon them privileges sufficient to compensate them for the additional time and labor required in the examination. As a class, the teachers were faithful to their business and worthy of high commendation for their success. If the school houses, apparatus and other facilities of education compared favorably with the qualifications of the teachers, our schools would rank high in comparison with others in this country. There was no case in which "the teacher was turned out of school," and I know of but two decided failures, and one of these was owing to circumstances over which the teacher had no control. A large majority of the winter schools were taught by female teachers, and these were equally as well governed and instructed as those under the charge of the sterner sex. From the fact that the former make teaching a vocation for a longer period of time, and can profitably be employed in the same school during both terms of the year, I think that preference should be given to engaging their services whenever their qualifications are not inferior.

A. C. WHITFORD,
County Superintendent.

ST. CROIX COUNTY.

The whole number of children and youth in this county over four and under twenty years of age, is 2,857, being an increase of twenty per cent. above the number reported last year. Of this number, 656 have not attended school during any part of the preceding year. To provide for the instruction of these children, there has been expended during the year the sum of \$11,022, or about five dollars for each one that has attended school. The average wages paid to female teachers is \$26 67; to male teachers \$37 77 per month.

Several new districts have been organized, but only one school house has been built during the year. Some remain unfinished, and their present condition affords painful evidence of the poor economy of building school houses piece meal. Of about sixty school houses in the county,

eighteen only have yards inclosed, and twenty-two only have out-houses in good repair. The attention of district boards has been called to these facts repeatedly, but hitherto without much avail.

Nor is the condition of things inside of a large proportion of our school houses much better. In more than two-thirds of them the seats are too high for the younger children, and in many instances without backs, so that they are compelled to sit unsupported, with feet dangling in the air. In some there is no blackboard, no chair, and in fact, no movable furniture except a stove. In many others the blackboard surface is too meager, the plastered walls need repairing, and panes of glass to be replaced.

Quite too many of our school houses look desolate and dilapidated. There is nothing inside nor outside to invite to personal neatness or decency in conduct.

Happily this is not the case with all.

In several towns commanding sites have been selected for the school houses, which, being built with some regard to architectural propriety, and painted white, afford a pleasant relief to the monotonous landscapes surrounding them. But even such are not all inclosed or in good repair, and only two are supplied with wall maps and globes.

Of the prescribed studies no one is more faithfully taught in most of our schools than mental arithmetic, and no one ought to be held in higher estimation as a disciplinary and practical exercise. At our public examinations more candidates for a license have failed in this branch than in any other of the required branches. It has not been recommended to our teachers to make this or any other branch of study a hobby, but to apply themselves so thoroughly and carefully to numerical analysis, that they may teach properly this interesting and important study.

Our institute held in Hudson was largely attended and productive of much practical benefit. Still the limited time of four or five days was felt to be insufficient to accomplish what is needed. On this account our next institute was appointed to meet at Richmond on the 3d of October of the present year, to continue throughout the month. The institute is now in session, and is attended by a majority of the teachers in the county. The exercises consist of a review of the branches required to be taught in district schools, with familiar lectures, illustrations and discussions. Institutes conducted in this manner, although poor substitutes for a thorough and protracted course of study, will, it is believed, tend to stimulate and encourage teachers, and afford them an opportunity to refresh their memories, and also to produce uniformity and thoroughness in their methods of teaching.

During the past year, our schools, with four exceptions, have been successfully conducted. Teachers have been zealous and faithful. Their measure of success would have been greater had they received the cordial co-operation of the district officers and the other patrons of the school. Complaints of irregular attendance and official neglect are fully justified by reported facts.

The average attendance amounts to only fifty per cent. of the number registered. The schools have been but seldom visited, and some of the district clerks have persistently refused to furnish even a register. Such

palpable neglect of official duty subjects teachers to much inconvenience and districts to the liability of loss.

Our district school system seems to require some material modification, or the substitution of some better plan. Such is the opinion of many of our best teachers in this and other States. In many of our school districts it is impossible to find competent men to serve as district officers. Hence the lamentable negligence and looseness in the management of district affairs. Every thing is disjointed and irregular. Districts become disorganized, or fail of being reported; contracts with teachers are neglected; suitable fuel and furniture are not provided; petty broils are engendered, and general uneasiness and dissatisfaction prevails. In districts favored with competent and liberal minded men, matters are in quite a different state, but such are few in comparison with the whole.

The Township District System has been proposed as a remedy for the evils attending our present school district organization. This system is now in successful operation in some of the States; and, that it was earnestly advocated by our late Superintendent of Public Instruction, and by other experienced and prominent educators in our State, is greatly in favor of its efficiency and practicability.

I confess myself, after much reflection, to be in favor of its adoption for trial. The legislative act that would establish it can easily be repealed if the system should be found to be impracticable. If it should prove to be no better than our present system, it might lead to modifications which would be salutary to our educational interests, and relieve society from the plague of personal quarrels with which almost every school district is now infected.

Notwithstanding the extraordinary burden of taxes, appropriations for schools in our county during the past year have been liberal. Teachers' wages, compared with previous years, have been advanced twenty per cent. Such is the appreciation of well qualified teachers by the patrons of the schools, that district officers have felt justified in offering generous compensation to secure their services. There is, generally, among both the native and foreign population, a growing interest in the schools, and a willingness to bear the burdens necessary to sustain them, and a determination to place within the reach of every child in the county the means for a respectable education.

A. H. WELD,
County Superintendent.

SHEBOYGAN COUNTY.

I have the pleasure of reporting that the condition and progress of the public schools in this county, during the past year, have been quite encouraging to the friends of education. The general interest exhibited in the cause of popular education is steadily increasing, and many heretofore careless and unconcerned are awakening to the knowledge, that upon

properly sustaining our district schools, depend the welfare and happiness of their children, and the prosperity and perpetuity of our free Republican institutions. Although much, very much, remains to be done before our common schools become what they should be, yet, there has been no time since my recollection, when they were better sustained and better conducted than during the past year. It is true that, in some localities, the summer schools were poorly attended, but the scarcity of help made this a necessity on the part of the parents, and not their fault.

Several new and commodious houses have been built, and many of the old ones repaired and furnished so as to make them more convenient and comfortable. One, a large well built and well ventilated house, was erected at Glenbeulah at a cost of \$2,600, which does credit to that neighborhood. The district tax, raised for the purpose, was not enough to complete the building; and the ladies, kindly taking the matter in hand, got up a concert and entertainment, and in this way raised \$210 with which to finish it. It is calculated for three departments—one above and two below—and will accommodate 246 pupils. The people of that thriving village now have the satisfaction of knowing that their perseverance and liberality have given them the best school house in Sheboygan county outside of the city. I would recommend that the people in other localities do as Glenbeulah has done, and furnish their children with comfortable and convenient school houses, tastily fitted up, in place of the old worn out log houses built by the early settlers, and in which any respectable farmer would be ashamed to stable his cattle.

But little has been done to provide globes, charts and maps, and the schools are almost entirely destitute of those important aids to both teacher and pupils.

The system of County Superintendency has not been working four years, and succeeds, in spite of the opposition it first met with, beyond the expectations of its friends. That it has done much to promote the cause of education by raising the standard of qualifications of teachers, causing them to better prepare themselves for their high office, furnishing steady employment and paying better wages to successful, *working* live teachers, and weeding out those of a poorer grade, but few will deny, and that few is confined to a class whose good sense and honesty are not equal to their prejudices.

The greatest evil we now suffer, is from the lack of visitation by the patrons. There is a lamentable disregard of duty and carelessness in this respect, and I can find no good excuse for this neglect. While parents are generally willing to provide everything in their power that money can furnish for the good of the schools, and are demanding higher attainments, well directed efforts, and a lively interest on the part of the teacher, they almost universally fail to give that encouragement to the teacher, and awaken that lively interest on the part of the scholar so necessary to his progress and mental improvement, which only their presence in the school room can give. I have urged upon the teachers the necessity of visiting the patrons of their schools to impress this point on their minds, that if they will not frequently visit the school they must not complain if they are not satisfied with their children's improvement.

And I find in every district where the patrons make it a point to visit their school, consult freely with the teacher, and encourage the scholars by their own interest, that their school gets far in advance of the neighboring districts, which are, in every other respect, equally well sustained. Teachers should bear in mind, that when they have succeeded in getting their patrons interested in their school, half of their work is accomplished, their reputation and good name established, and their success certain.

In relation to the "township district" system I will say, that I have given the subject much thought, and am satisfied it would, if engrafted into our school code, do much to advance the cause of education in Wisconsin. Under our present system we have to manage small districts, some of which cannot afford to keep more than three months' school during the year, and that is generally taught by a second or third rate teacher. This keeps the school backward, and the children under such management can never obtain even a *fair* education. We now have very inefficient and often wholly incompetent school officers, under whose management the schools cannot succeed. I believe the township system is calculated to remedy these evils, by placing all the schools in a town under the control of a competent and efficient town board, elected with a view to their increased responsibility, who would so locate the several branch schools as to accommodate all the children in the town, and select teachers with a view to the wants of a neighborhood. Every part of the town would then be able to keep a teacher during a greater part of the year, and the children of poor parents would then have equal advantage for obtaining an education with those living in a more wealthy neighborhood. In connection with these branch schools, and exercising a supervision over them, would be an advanced school, where all the larger scholars could attend and pursue the higher branches without the expense and inconvenience of leaving home: This school could be so located (in a central position) as to accommodate nearly all the larger children in town. The town board, with the principal of the advanced school, would, by law, be required frequently to visit each of the schools, and provide for the welfare and progress of each; and, receiving compensation, would not neglect their duties, as district boards now do. But we are told that the expense of such a system would be enormous, and the people could not be induced to accept it. Could the plan proposed be carried into effect and each town afforded a good graded school, with branch schools enough to accommodate the people, none could be found to object, but the fear is "that it will be too expensive." Did you ever know a man to count the cost of his tobacco and whiskey? Why then be so penurious when asked to contribute a dollar toward the support of schools? Let us see if the township system will be more expensive. In this town there are ten whole districts, and seven parts of districts, equal to three more, giving us thirteen schools in the township; and during the past year there has been taught, on an average, six months in each district, at the cost of \$24 41 per month. In the condition that this town now is, six schools, employing seven teachers, may be so located as to better accommodate the people than the thirteen now do. In this connection we must bear in mind that *now* we are obliged to keep in repai

and furnish with seats, desks, blackboards, maps and charts, (if any be used) and fuel thirteen school houses; under the township system, six, or, at most, seven; now we pay thirteen teachers, then we need pay but seven or eight. Will not the money paid these surplus teachers, and spent in keeping in repair the surplus houses, compensate the town board, with a little to spare, to lengthen out the school term?

It may be said that this is a single case, but it is not. Sheboygan Falls supports 6 schools and five parts, beside a graded school, which employs four teachers; Sherman, 8 and 4 parts; Lima, 9 and 4 parts; and Holland, 12 and 1 part. That incompetent school boards retard the schools no one will deny. Will we not be more likely to secure three competent men in town than three in each district? Will not men work better when paid than equally good men without pay? Would not a town board be less influenced by neighborhood broils than district boards?

In my opinion our present system is not calculated to yield the greatest good. In many of our counties the superintendent *cannot* visit all the schools during each term, and in the smaller counties in which he can pay a flying visit of an hour to each school, how much good is done? Either give us back the old system of town superintendents, with their diversity of standards and lower grade of teachers, or extend to the county superintendent such aid as may be necessary to the full performance of his duties. If parents and school officers will not do their duty in looking after the school, let them pay some one to do that duty for them. Let some of the money now squandered in supporting the surplus schools be expended upon only as many as are necessary to accommodate all, and we need no longer have so many three months' schools taught by cheap teachers in cheaper log huts; but, instead, we would have long terms, taught by good teachers, who would get good pay, teach good schools in good houses, and the children make good progress in the great cause of education.

H. A. FORBES,

County Superintendent.

TREMPEALEAU COUNTY.

In responding this year to your request for a special report, I will arrange my remarks under the following heads: School houses and their appurtenances—Teachers—People—changes required to make our schools more efficient.

School Houses.

Many of the school houses throughout the county are not what they should be. Of the thirty-eight school houses in the county, one is brick, a large substantial building with three commodious school rooms. There are sixteen frame buildings, either plastered or ceiled, arranged with seats

fronting the teacher's desk and separated by aisles. There are eight other frame buildings partly finished, badly seated, with desks around the room and movable seats. In some of these schools are maintained during the winter, but they are all unfit for winter sessions. There are four board structures, which are unworthy the name of school houses; in one of which, however, school is kept during eight months of the year.

There are seven log school houses; five of these are comfortable for schools, the other two are old and uncomfortable, and all badly arranged and seated.

There are three districts without school houses. Our record respecting school houses, would appear to one unacquainted with the circumstances that surround us, somewhat unfavorable.

For most of the districts I have no excuse to offer. This state of things in many districts, is the result of penuriousness and bickerings about school-house sites; while in other cases, districts, when newly organized, were tempted to provide such miserable tenements for school purposes, and they still continue to adhere to them, because they do not see the necessity of any better provision for meeting the intellectual wants of their children. I am glad that I can report that in four or five of these districts, this state of things will be remedied during the coming year. But two districts can boast of a well fenced site. Many districts are without out-buildings, and others are in a miserable condition. Four only are furnished with outline maps; and only one furnished with charts representing the elementary sounds—a set of which should be in every school room.

Blackboards are wanting in a large number.

These deficiencies betoken a want of the proper consideration and just appreciation of what is needed to meet the educational demands of the present time. A few years, I trust, will correct this state of things and supply these deficiencies.

Teachers.

The majority of teachers now in the county are young and inexperienced. They are endeavoring, however, to qualify themselves for the work in which they are engaged, by attending the best schools within their immediate reach.

But our schools fail to give that instruction in many important particulars which they need. The principles of orthography are almost universally neglected. There is not that attention paid to reading that its importance demands. As a general rule, as the teacher is taught, so he teaches. The practical part—the learning how to impart instruction, receives very little attention. These faults I have aimed, in a measure, to correct in my examinations and in my personal inspection of schools.

People.

The people of the county are not so much alive upon the subject of common school education, as its importance requires.

They do not feel the claims of a higher degree of enlightenment which the present has upon them, and the immediate future will have upon their children. This is plainly evidenced by their school houses in many districts, by the lack of school fixtures, by their neglect in many instances to supply their children with proper books, and by their general neglect of schools. Still the people feel the necessity of schools, and cheerfully vote money for their support; but that hearty, every-day interest, which gives life and energy to all school operations, and moves the springs of action, is nowhere generally manifested. The more material wants of our common nature seem to absorb their time, thoughts and efforts.

The Changes that are needed to make our School System more Efficient.

There is nothing more notorious to every observant mind than this one palpable fact, that our schools are not accomplishing for us all that they might with the present outlay of money. Now where shall we find the fault? Does it lie in the inefficiency of our present school organization? Or would this same state of things exist with a change of organization? I will indicate what I consider to be the reasons why our schools fail to accomplish for the people all that they might. In the first place, it arises from the want of thorough preparation on the part of teachers. In the second place from the constant change of teachers. In the third place, from the irregularity of attendance of children at school. In the fourth place, from the looseness of our school organization. How are we to have teachers better qualified? To secure this, the state contemplates the establishment of two normal schools—a right movement in the right direction. But it is not probable that the twentieth part of the six or seven thousand teachers of the state will ever be able to avail themselves of the advantages of such schools.

To prepare the remainder better for the work of teaching, provision should be made for holding yearly, in each county, an institute of at least one month, and it should be made obligatory upon teachers to attend them. This, with the present home facilities for schools, would, in a great degree, do the work.

The frequent change of teachers would, in a measure, be prevented by their better preparation and more devotion to their work. But this, together with the irregularity of school attendance, is the result of the people's fickleness, and of the inefficiency of our present district organization. Without going into a long argument, I will briefly state some reasons why a change from the present district to a town organization of schools would be advisable.

In the first place it will give us a better class of school officers; officers that will more faithfully discharge their duties, because they will be paid. In the second place a partial gradation of all our schools will be effected, a change that is very much needed. In the third place, a change in the time of our school terms would be brought about, which, for primary scholars, would prevent very much of the present irregularity of attendance among them.

D. W. GILFILLAN,
County Superintendent.

VERNON COUNTY.

From this county we can report no decided improvement in the matter of school houses. Since the triumph of the Government I hear more of enlarging and fencing school house sites, of making old houses as comfortable as possible, and building new ones as soon as circumstances will permit. Hillsborough will build a house next summer adapted to the purposes of a graded school, and we have reason to hope that the coming year will not be suffered to pass without marked improvement in the condition of school houses in our county. We have held nine public examinations in the twenty-one towns of this county. The classes have been less in number and better in quality than heretofore. Care has been exercised to encourage the deserving and to prevent districts from being imposed upon by the indolent, shallow, vain pretender. The intention is to impress the public mind with the idea that it is an honor to be a school teacher. Patrons are more interested, more care is taken to obtain a good teacher, and to sustain him by encouraging words and visitation of the school. The idea is beginning to prevail that a district board has positive duties to perform beyond the hiring of a teacher. There is ground for encouragement concerning the mental and moral development of such children as attend school. The physical well-being of the child is disregarded to an alarming extent, and a reformation in this can only be effected by reseating and rebuilding our school houses; and the fact that vitiated air is not adapted to the wants of the human system, judging by observation, is not understood; and, as our fathers paid little attention to ventilation, and some of them lived to a good old age, the subject is overlooked. The darkest feature of our schools is non-attendance and irregular attendance. I see in the children at home and in the street, the future transgressors of the law. I shudder at the prospective crime to be committed by that class of children when they shall have attained to manhood. I am convinced, (although opposed to the spirit of our institutions,) that a stringent, compulsory law alone can affect a radical cure. When a parent will turn his back upon the privileges of a common school education, tendered his child by the generosity of the State, and by refusal or neglect, rob his offspring of this priceless treasure, it is a case of hopeless depravity, and law should interpose to prevent the unnatural crime. This section of country will favor the Township System. We think the missing link should join the two parts of the broken chain. The people of this county favor the County System, as it produces more uniformity; but the inability of the Superintendent to visit the schools properly, creates the necessity of town officers to act under the County Superintendent. Hoping and trusting we are determined to press onward and upward in the best cause that ever engaged the attention of mankind, I remain

HARTWELL ALLEN,
County Superintendent.

WALWORTH COUNTY.

I herewith transmit you a supplementary report of the condition of educational matters in this county.

The year just closed has, I think, been marked by some improvement. The people generally are manifesting an increase of interest in providing better school accommodations and a better class of teachers. The county as a whole have raised at the last annual meetings more money to carry on their schools for the coming year, than they have previously done. Many districts have thoroughly refitted their school houses. Some are about erecting new ones. Delevan is at the present engaged in enlarging its school house. Geneva is to build a new one the coming spring, at the estimated cost of \$10,000.; and the people of Elkhorn are talking of replacing their present structure by one more befitting the place, and suitable to its necessities.

There are nine graded schools in the county. A rigid system of examination has been instituted upon an elevated standard of requirements, the result of which has been to give us a better class of teachers; to induce some to seek a more thorough preparation; and others to engage in business better suited to their capacity. A few, complaining of injustice, but not possessed of the moral courage to right that injustice in a legitimate manner, have, through the influence of friends who are district officers, given additional evidence of their lack of qualifications for the position of teacher, by consenting to teach without a certificate. It is a matter of regret that more care is not taken in selecting officers for the charge of our schools. Only to those who have a direct interest for the best good of the young, should be given positions of such responsibility. Our best teachers have given a hearty support to all measures calculated to raise the standard of qualifications; and in return for their interest and efforts, they are reaping a substantial reward in a renewed confidence on the part of the public, and a corresponding increase of salary. They have learned the fact that a heart-felt interest in their vocation, and honest toil to render themselves fit for the discharge of its responsible duties, will be properly appreciated and remunerated. This cannot fail of having a beneficial influence on our schools.

In some parts of the county there is considerable opposition to our present system, arising from an ignorance of it. But this is fast being overcome and time will do away with it entirely.

Comparatively, the attendance at our schools has been good, still there is much chance for improvement. Irregularity of attendance and its resultant tardiness constitute one of the most alarming evils with which the educator is called to deal—and one which, if not a desire for the welfare of their children, a common sense spirit of selfishness ought to prompt parents to remedy. Happy, indeed, would it be, if all the loss could be confined to the absentee alone, but like a blow or pressure on a mass of liquid, which is communicated to every particle, not an individual in the little community escapes the baleful influence. Why the whole body of tax payers are willing to see from 30 to 40 per cent. of their money worse than uselessly expended, I cannot understand. Our teachers do all they

can, but they are comparatively powerless in regard to it. I think the matter calls for legislative action. It is much cheaper to prevent than to punish crime.

The school registers and teachers' reports to me do not show that visitation by patrons that bespeaks the active interest on their part, that the success of the school demands. How far teachers are responsible for this I do not know, but my records show that the best teachers have reported the most visitors. The discipline of our schools has been good, and is constantly improving. The instruction, in most cases, thorough. Many good scholars fail in ability to impart. From this fact some are disposed to argue, that poor scholars are good teachers, but my experience has taught me, that a good education is the foundation of a successful instructor. Though, generally, our schools have been all that the circumstances would warrant us in expecting, I cannot refrain from making special commendation of the schools in the following country districts: Nos. 3, Geneva; 4, Linn; 10 and 12, Spring Prairie; 9, Walworth; 5 and 7, Darien; 3, La Grange, and 15, Sharon.

Teachers have been required to transmit monthly reports to this office, the effect of which is good on the schools, and furnishes information as to their condition.

There are two or three local associations of teachers holding their meetings semi-monthly. One institute has been held with a good attendance. The time was mainly spent in exercises upon the topics of reading and primary instruction, as I deemed these more necessary to the teachers and schools at that time. It seems that some provision ought to be made by law, allowing teachers to attend upon regular institutes, which we are required to hold yearly, without being obliged to lose the time from their school term. This would be an inducement for many to attend who now do not, and the effect would be beneficial to our schools, as it is for them institutes are held. The time required for a school to be taught by a qualified teacher, in order to draw public money, ought to be lengthened to at least six months, this would do away with some evils that now exist.

In regard to the Township System. I think it not only practicable but desirable, and a necessary complement to our present system. I hope the coming legislature will adopt it.

The adoption of the proposed normal school plan is meeting with general favor. Geneva has bid for one of the schools, and the people hope, that the superior facilities offered may induce the board to locate one at that point. Normal instruction is a need that has long been felt in our state, and when once our normal schools shall be established, through the influence of the better educated class of teachers sent out from them, we may expect a new impetus will be given to our educational interests throughout the state. There is need of great care that our normal schools may be rendered efficient and produce results equal to our fondest anticipations. Finally, may our schools be jealously protected, furnishing, as they do, that intelligent spirit of freedom and justice that is the real safeguard of a republican government, for which no substitute can be found.

O. R. SMITH,
County Superintendent.

WASHINGTON COUNTY.

I submit the following report, covering, I hope, the points upon which you solicit information :

The whole number of schools in operation during the winter of 1864-5 was one hundred and thirty-five, of which number one hundred and fifteen were visited by the undersigned, with the view to ascertain the condition and wants of each school, to advise the teachers, to encourage the pupils, and arouse the officers of the schools to a more lively interest in their respective duties. The number of summer schools is not certainly known by the undersigned, as the clerks of the districts neglected to report.

I examined during the past year 126 teachers in the third grade and seven in the second grade, and can state, with great satisfaction, that the majority of them have made good improvement in theoretical as well as practical teaching, and that their average standing is 7 to 8 in the different branches. Many school houses, although not rebuilt as was necessary, have been so repaired that they are now more comfortable at least to the pupils and teachers than they were before. Many districts do yet neglect to have blackboards in their schools, but I think they very soon would have such if every teacher would refuse to teach in a school having no blackboard.

The teachers' wages have increased a little, as the majority of the districts have experience enough to perceive that it is to their own advantage to pay good wages to their teachers and to hold longer winter terms ; and many of the school districts have followed my advice to engage, if possible, the same teachers, if they found them active and practical laborers in our noble work of education. Teachers that are employed the first time in a district always will have to spend a considerable time to become acquainted with the abilities and habits of their pupils, and sometimes with the special views, etc., of their parents.

With regard to what is called the township system, I can express not only my individual opinion, but also the opinion of many patrons of schools and school officers. We do not consider, at the present time, that it would be adapted to the wants and necessities of our schools, but we think if a law were passed in that respect, it should be left to each town to introduce that system or not. Especially the point, that the school houses should be built from the town school tax, would be a source of much quarrelling and hard feelings, as so many districts have in past years entirely neglected to do their duties, while other districts have spent a considerable sum of money to have good school houses ; and these districts think it unjust to pay now for those who never raised one cent for their own benefit.

In regard to that point of the law allowing private examinations, I would respectfully recommend an alteration, in so far as the present law is so favorable for those who like to "shirk" the public examinations. Sickness only, proved by affidavit, (for I believe and perhaps can prove that even some teachers do not always speak the truth), should be a *good* cause to ask for a private examination. Even limited certificates will not

help them, they prove more or less inefficient, and our legislature should make that section in the school law stricter.

FRED. REGENFUSS,
County Superintendent.

WAUPACA COUNTY.

I have the honor to submit the following special report :

1.—*School Houses.*

Though we have still a large number of very uncomfortable school houses, many of the districts are making important improvements in their buildings. Some are erecting new ones, and others repairing and enlarging the old ones. Many are still without outline mads, though several have been supplied within the last few months. In Waupaca the initiatory steps have already been taken for building a school house with ample accommodations. It is expected to be completed in another year, when the four departments, which now occupy each a separate building, will be taught under one roof, and the present difficulty of properly grading the schools will be obviated. In New London a similar improvement is contemplated. Many of the rural districts have this fall voted a tax to build commodious school houses, and some have already commenced building. During the late war many of our citizens manifested comparatively little interest in education; now that the government is saved, although the expenses incurred have made taxes very heavy, few indeed are opposed to the necessary improvements.

2.—*Graded Schools.*

There are four graded schools in this county; one of four departments in Waupaca; one of four in New London; one of two in Iola, and one of two in Weyauwega. Within a short time we shall no doubt have many more. By a union of districts several more graded schools might with little inconvenience and much advantage be maintained.

3.—*Teachers.*

Many of our teachers have attended a normal school, and are filling their positions with credit to themselves and profit to their scholars. We have less of "changing teachers" than is usually complained of, and a larger number who make teaching a profession. A County Teachers' Association, and several town associations, have been successfully maintained for several years. A majority of our teachers avail themselves of every opportunity for improvement.

4.—*Pupils.*

Many of the districts being large and thinly inhabited, and roads for the greater part of the year very bad, the average attendance seems small to one unacquainted with these inconveniences. Teachers have, to a certain extent, adopted the object method, and by it awakened interest in their pupils. To this I attribute, in a great measure, the fair attendance. Where the teachers are earnest and wide awake in their profession, the pupils are attentive to their studies and regular in attendance.

5.—*Patrons.*

Pupils and teachers need encouragement. This encouragement must come from the patrons. Here is our greatest deficiency. Parents very seldom visit school. In many districts no visits are made except by the superintendent and district board. To induce parents to visit schools as well as to give the pupils a stimulus, the County Teachers' Association has instituted a public annual examination, to which each school is entitled to representatives. The system was first introduced under Mr. Wernli's direction, and is found to have a very good effect. A course of study is recommended, it being understood that the pupils will be examined in each branch named, and that competitors in the different classes shall be under certain ages. This system is doing much towards establishing a uniform course of study throughout the county, and in having the studies pursued in their proper order.

6.—*Township System.*

Much has been said for and against the Township System in this county. The proposed scheme is favorably received in all the populous towns, but in the thinly settled towns it is opposed by many, for the reason that they fail to see that it would benefit them at present. I believe that a township system of schools, is just what we need, and that without it our system will never be complete. Waupaca county is ready to give it a hearty support.

JNO. K. MCGREGOR,
County Superintendent.

WOOD COUNTY.

In compliance with your request, I submit for your consideration the following in reference to our schools. It has been my pleasure to visit all the schools in the County once, and all but one twice; and several four and five times during the year, and in doing so I have observed a growing interest among the people generally of this County with reference to their schools. They seem to feel the necessity of them. They desire to secure

the services of competent and efficient teachers, and have kept their children well supplied with books, with a few dishonorable exceptions. There is a marked improvement in the average qualifications of the teachers of this County as compared with any previous year. At the last examination a more thorough list of questions was presented and the standard was raised to 80, 90 and 100 per cent., and yet the per cent. of failures was far less than on former occasions.

The teachers employed in our schools, with few exceptions, are earnest in their labors and well qualified for the duties of their vocations; and it is here that progress is most promising, as highly qualified, practical teachers will necessarily exert a healthful and permanent influence in the various districts which become the scenes of their labor. Through active, energetic, and high toned teachers, the parents will be reached, in time, and a permanent interest in the schools established. Prominent among the means used to accomplish this desirable end is the "Normal Institute" held in this County twice during the year, the last of which continued some six weeks, which was connected with the Union School of this place, under the able and successful management of J. H. Jackson. These gatherings of the friends of education have afforded a useful stimulus to all engaged in the work, quickening their zeal, arousing a spirit of emulation among them, awakening a proper sense of the importance and responsibilities of their office and of the relations they bear to society. I cannot speak too highly of the importance of holding lengthy Normal Institutes in every County, and hence the necessity of the law being so changed as to empower and authorize every County to make appropriations each for itself, to maintain and support them. By this method the backwoods Counties which receive no direct benefit from the Normal School Fund as it has been heretofore expended are sure to have a system of instruction adapted to the wants and conditions of those who are not peculiarly able to leave their own County to receive this needful instruction. We have tried the plan, sought and obtained the appropriation from the County Board to sustain us, and I most cheerfully recommend other small counties to try the same plan and thus reap the most desirable results.

In reference to the *Township* District System, I must confess that there are some features in it that would be quite desirable and might be made practicable in a city but not in a county as newly settled as this, and I very much question its feasibility in any of the country towns. As a theory it seems plausible, but when the attempt is made to reduce it to practice in a town like some of ours, for instance, which are forty miles or more in length, the boundary lines of which are subject to changes by the county board at every sitting, not so much with reference to meeting our educational interests as in securing private and local interests. Again it so happens that some of our most flourishing villages are situated at or near the boundary lines, which will make it decidedly inconvenient in carrying into effect the proposed system. In our newer counties there are sparsely settled neighborhoods where but few children reside within convenient distance of any given point, and yet by their industry and perseverance they maintain a school the most of the year, still the system of grading the schools in those towns could not be made any more available to

them under the new than under the old or present system, and it certainly cannot be made available at all under the present system. It is true that the system of grading schools whenever the population is sufficient to admit of the division of the school into departments is not only practicable but absolutely necessary, and it is being done in most every county in the state, but it does not follow that because it is practicable in our cities and villages it is therefore practicable and demanded in our sparsely settled towns; the contrary is the case. Again I cannot understand how the proposed system can be carried into effect successfully without incurring a larger expense than under the present system. Under the present system all the work of a district, such as hiring teachers, seeing that the school rooms are in order, providing fuel, arranging bills and accounts, visiting the schools; all these and many more are performed gratuitously by local school officers; there is a sort of pride and interest which one feels in home and in the schools where his own children are to be educated that well pays him for his trouble. If I understand the proposed *Town District System* correctly a township school board is to be created and the clerk of this board must perform the work which now devolves upon the several district clerks of the towns. Who does not know that this work will not be performed unless the offices are made quite remunerative, and I doubt even then whether it will be any more successfully accomplished than now.

The district system is adapted to the various wants of the people from the highest to the lowest, as well to the thinly settled neighborhood where, owing to the fewness of the inhabitants, a small mixed school is maintained with a struggle, as to the village where a graded school is easily kept in operation. It can hardly be worth while to undertake a revolution in our educational system so entire, a change so radical as that proposed in the "township system," without a tolerable certainty that important benefits are to flow from it.

No system of instruction will be successful unless the proper officers make it so, and if the right kind of energy is put forth by the leading educators of the state to so change the law as to allow any county to make the appropriations necessary to maintain a Normal Institute a reasonable length of time, and place in the hands of every teacher in the state the *Journal of Education*, and by every possible effort make the present system what it was designed and will be if rightly managed, we shall all have occasion to rejoice at the grand results emanating therefrom.

G. F. WITTER,
County Superintendent.

[NOTE.—No Special Reports were made by the Superintendents of Adams, Ashland, Calumet, Chippewa, 2nd district of Dane, 1st district of Dodge, 2nd district of Dodge, Douglas, Green, Green Lake, Jackson, LaCrosse, LaFayette, LaPointe Marathon, 2nd district of Milwaukee, Oconto Outagamie, Racine, Richland, 1st district of Rock, Sauk, Shawano, Waukesha, Waushara and Winnebago.]

REPORTS OF CITY SUPERINTENDENTS.

[About the first of November, a circular was addressed to City Superintendents requesting them to furnish reports in regard to the organization, history, progress and condition of the schools under their charge, in response to which, the following have been received:]

CITY OF APPLETON.

Yours of the 6th inst. is received, and herewith I transmit, so far as I am able, the report you request me to furnish.

During the year ending Aug. 31st, 1865, no school house has been built, but more or less repairs have been made, so that we now have buildings comfortable for school purposes.

We have but one properly graded school, two others have each two departments, and one other one department. Graded schools might, with profit, be established in three districts, and it is hoped, will be at no distant day.

During the year there were employed, without change, eight teachers, one male and seven females, five of whom had previously taught in the same schools, and are professional teachers.

For reasons, which will appear below, I am unable to give a definite report of the number of registered names, average attendance, etc., but in my estimate shall place the registered number in attendance at 550, with an average punctual attendance of between 70 and 80 per cent. varying in different localities, and with the season of the year.

Hitherto much interest has been manifested in the welfare of our public schools, and no pains have been spared to make them attractive and efficient; but there has been a lack of system, and hence a failure to attain to a high standard of school.

When I was appointed to the office of Superintendent, I at once set about systematizing our schools, and, with the aid of a few friends of education, have succeeded in obtaining a legislative enactment instituting a school system for the city, which, though manifestly imperfect, proves to be efficient in securing a better attendance upon school duties by both teachers and scholars; in reducing to a uniform calendar the terms and vacations for all the schools; in adopting uniform text books throughout the city, and in insuring a system of reports that will hereafter obviate the necessity of guess-work in making out annual school reports.

J. F. FULLER,
Superintendent of Public Schools.

CITY OF FOND DU LAC.

Three new buildings for the primary grade, accommodating seventy pupils each, are now near completion, at an average cost of about \$900. The building erected for the High School and the Grammar Department, has been occupied since last January. It is fine and commodious—costing about \$18,000. Our schools are all, with the exception of one in the suburbs, thoroughly graded, as follows :

First Primary Department with a course of two years.

Second Primary Department with a course of one year.

Third Primary Department with a course of two years.

Intermediate Department with a course of two years.]

Grammar Department, with a course of two years.

High School, with a course of four years.

All pupils in the same year are included in the same class, and pursue the same studies at the same time. The first grade is taught in nine different schools ; the second in seven, the third in four, the fourth in three, the fifth in one and the sixth in one.

In the high school there has been 171 different pupils enrolled during the year. In the grammar department 193, in the intermediate 495, in the primary departments 2,179. In the high school the rate per cent. of attendance is 97.7, grammar department 95.3, intermediate department 90.3, primary department 88.4. Total average 92.9.

The following table explains itself :

No. of Teachers.	Av. age.	Av. years ex.	Salary.
1.....	20	6	\$1,250
2.....	25.5.....	4	400
1.....	22	5	350
1.....	24	10	325
8.....	27.3.....	7	300
8.....	24.6.....	6.8.....	375
15.....	21.8.....	3.2.....	250
8.....	17.6.....	.25.....	225

Thirteen of the teachers are recently engaged.

The schools are well attended, and the teachers earnest and faithful. Our practice of informing the parents of the pupils' standing, by monthly reports, is the most efficient means employed in disciplining and stimulating the pupils. Enclosed you will find a blank form of our monthly reports. Our schools suffer greatly in consequence of the frequent change of teachers. The salaries paid, in most cases, are not enough to secure and retain teachers of any experience. None but young teachers will accept the positions, and they only until they have secured a *degree* of experience, and a knowledge of our methods of instruction, when they can obtain higher wages elsewhere. As soon as a teacher becomes acquainted with her duties and with our system, and if efficient, she is allowed to leave, and her school has not only to be *inflicted with a change*, which with teachers of equal experience is always injurious, but must again endure the perplexities and failures incident to the growing experience of another novice.

Though a great majority of our citizens give the schools their cordial support, in voting appropriations, and in matters of government, but very few visit them. Probably not five out of a hundred of those parents, who have children in the public schools have, save occasionally at the close of a term, visited them in the school room.

O. C. STEENBERG,
Acting City Superintendent.

The following is the form of monthly report used in this city :

MONTHLY REPORT

Of.....
.....Term, 186
.....Class.
.....Teacher.

STUDIES.	Rank 1st Month.	Rank 2d Month.	Rank 3d Month.	Rank 4th Month.	Rank For Term.
.....					
.....					
.....					
Reading, Spelling, etc.,.....					
Rhetorical Exercises,.....					
Rank in Scholarship,.....					
Rank in Deportment,.....					
Rank in Attendance,.....					
Total Rank,.....					

SIGNATURE OF PARENT OR GUARDIAN.

1st Month,.....
2d Month,.....
3d Month,.....
4th Month,.....

N. B.—To PARENT OR GUARDIAN: You are respectfully urged to visit your children or wards in their schools during the present month.

.....Principal.

EXPLANATIONS AND REMARKS.

Scholarship, Attendance and Deportment are graded from 100 to 0.

In *Scholarship*, the number 100 is considered *perfect*; 90, *excellent*; 80, *good*; 70, *respectable*; 60, *poor*; 50, *very poor*; 40, in Text Book Average, *below the standard* required.

The *Rank in Scholarship* is obtained from the average of the daily recitations.

The *Rank in Attendance* is found by deducting from 100, 3 for each tardiness, or dismissal, and 6 for each half day's absence not excused by reason of the *sickness* of the scholar, or *sickness* in the family of which the scholar is a member. Four half days absence in one term, not so excused, vacates the seat of the absentee, who can be restored only by the Board of Education.

All Absences, whether caused by sickness or otherwise, must be satisfactorily excused, or they will be followed by *demerits*; and all excuses or requests for dismissal from school, must be in writing, signed by the Parent or Guardian.

The *Rank in Deportment* is found by deducting from 100, 1 for the first *demerit* received during the month, 2 for the second, 3 for the third, etc. Thirty *demerits* received during one term, vacates the seat of the offender.

Rhetorical Exercises are required from all members of the School. Failure in performing the exercises *punctually*, at the time appointed, deducts 50 from the credit otherwise received, and an entire failure, unexcused, subjects the offender to 10 *demerits*.

The average of the Ranks in *Scholarship, Attendance and Deportment*, indicates the scholar's *Rank in School*.

.....Principal.

CITY OF GREEN BAY.

In the city of Green Bay we have one High School, one Intermediate and two Primary Schools. We employ one male teacher at an annual salary of \$1,100, and five female teachers at salaries ranging from \$300 to \$450 per annum.

There are 1,106 children over four and under twenty years of age in the city. Of this number only 217 have regularly attended the Public Schools, leaving 889 unaccounted for. In my efforts to ascertain the whereabouts of this large number of children, who are entitled to, but are not receiving the benefit of our Public Schools, I visited the several private schools in the city, and obtained the following information :

During the past year there have been in attendance at the

Catholic Schools,.....	200
Episcopal Parish,.....	75
Lutheran,.....	60
Moravian,.....	15
All others,.....	30
Total,.....	<u>380</u>

Add to this number, 217 attending the Public Schools, and we have a total of 597 children in all the schools, leaving 509 "out in the wet." The above is, I believe, a fair and truthful exhibit of the condition of the schools in this city. The causes that have led to this condition, and the

remedies to be applied, are matters under consideration at the present time. It is but just to state here, that we have not been wanting in competent and experienced teachers. The fault lies with the people. They lack the unity of feeling and effort so essential to the growth and prosperity of our public schools.

E. HICKS,
County Superintendent.

CITY OF JANESVILLE.

I have the honor most respectfully to transmit to you this report, in accordance with your request of Nov. 6, 1865.

Our school buildings remain the same, and our schools are conducted in the same manner as they have been for several years past. For want of funds, we are obliged to employ female teachers in all the schools except the high school, where we have one male teacher. We have an excellent class of teachers, and I regret to say, better than we deserve, for the salary we are able to pay them. We hope, after war debts and other liabilities of our city are paid, that our charter will be so amended that we can raise more than \$6,500 for school purposes by city tax, and then increase the wages of our teachers.

I herewith send you our course of study. If there are any other items of information in regard to our schools, teachers or school system, not herein found, which you may desire, please demand them, and I will cheerfully forward them to you.

The following is the course of studies pursued in the public schools in Janesville, Wis., revised September 1, 1865, by Prof. C. A. Hutchins, principal of Janesville high school, and Amos S. Jones, clerk of board of education :

PRIMARY DEPARTMENT.

First Year.

First Term—Wilson's Charts, Spelling, Primer, Object Lessons, Physical Exercises, Drawing and Printing on Slates.

Second Term—First Reader, Spelling Charts, Object Lessons, Physical Exercises, Printing and Drawing on Slates.

Third Term—First Reader, Spelling Charts, Object Lessons, Physical Exercises, Printing and Drawing on Slates.

Second Year.

First Term—Second Reader, Mental Arithmetic, Primary Geography, Map Drawing, Spelling, Object Lessons, Physical Exercises.

Second Term—Second Reader, Mental Arithmetic, Primary Geography, Map Drawing, Spelling, Object Lessons, Physical Exercises.

SEPT.

Third Term—Second Reader, Mental Arithmetic, Primary Geography, Map Drawing, Spelling, Object Lessons, Physical Exercises.

INTERMEDIATE DEPARTMENT.

First Year.

First Term—Third Reader, Practical Arithmetic, Intermediate Geography, Mental Arithmetic, Map Drawing, Spelling Oral and Written, Writing.

Second Term—Third Reader, Practical Arithmetic, Intermediate Geography, Mental Arithmetic, Map Drawing, Spelling Oral and Written, Writing.

Third Term—Third Reader, Practical Arithmetic, Intermediate Geography, Mental Arithmetic, Map Drawing, Spelling Oral and Written, Writing.

Second Year.

First Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Intermediate, Geography, Map Drawing, Spelling Written and Oral, Composition and Declamation.

GRAMMAR SCHOOL NO. 2.

First Year.

First Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

Second Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

Third Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

Second Year.

First Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

Second Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

Third Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

GRAMMAR SCHOOL, NO. 1.

First Year.

First Term.—National Arithmetic, Higher Reader, Mental Arithmetic, Grammar, Writing, Spelling and Defining Oral and Written, Compositions and Declamations.

Second Term.—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Writing, Spelling and Defining Oral and Written, Compositions and Declamations.

Third Term.—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Writing, Spelling and Defining Oral and Written, Compositions and Declamations.

Second Year.

First Term.—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Science of Common Things, Spelling and Defining, Compositions and Declamations.

Second Term.—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Science of Common Things, Spelling and Defining, Compositions and Declamations.

Third Term.—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Science of Common Things, Spelling and Defining, Compositions and Declamations.

HIGH SCHOOLS

First Year.

First Term.—Algebra, United States History, Rhetoric.

Second Term.—Algebra, United States History, Rhetoric.

Third Term.—Algebra, Physiology, Botany.

Second Year.

First Term.—Algebra, Physiology, Geometry.

Second Term.—Geometry, Physical Geography, Constitution.

Third Term.—Geometry, Physical Geography, Constitution.

Third Year.

First Term.—Latin, German or French, Philosophy, Logic.

Second Term.—Latin, German or French, Philosophy, Logic.

Third Term.—Latin, German or French, Philosophy, Chemistry.

Fourth Year.

First Term.—Latin, Chemistry, Mental Philosophy.

Second Term.—Latin, Moral Philosophy, Mental Philosophy.

Third Term.—Latin, Moral Philosophy, Astronomy.

Students will be required to finish the course of study in each Department before advancing to one higher.

AMOS S. JONES,
Clerk Board of Education.

CITY OF KENOSHA.

In compliance with your circular, I send you a brief summary of school matters.

The different departments of the public schools in this city are not divided by ward lines, but are all essentially one school. Besides the High School Department, there are two Grammar, three Intermediate, five Primary, and one Sub-Primary. The last named is largely composed of children learning the alphabet.

The Principal of the High School receives a salary of \$1,200 per year, of forty weeks. There are two female assistants in the High School; one has a salary of \$500, and one of \$450 per year. The Principal of Grammar School No. 1 has a salary of \$450, and Grammar School No. 2 \$550 per year. For the accommodation of the various departments there are three school edifices, which are finished with most of the essential modern improvements. The High School Room, besides its general conveniences, is adorned with nearly forty ornaments, such as pictures, busts and statues. It has also a good organ.

Kenosha Public School claims to be the first *free* school established in the State. Whether this claim is well founded or not, it is no vain boasting to say, that Kenosha High School, since its establishment, has at different periods been under the management of teachers who have a wide reputation in their profession. The *tenor* of the school, however, has not always been even; in this respect its history is not unlike most other schools of like grade in the State; it has had its years of prosperity and its years of depression. The school year preceding June 30th, 1865, was not a successful one. The war had greatly depleted the ranks of the larger scholars, by enlistments in the Union army; consequently the number pursuing the higher branches of study was considerably below that in former years. At the close of the school year there were only six graduates from the High School. Whether the standard of attainment required of graduates during the first two years has been as high as it should have been is perhaps questionable. The Board of Education of this city has recently revised the course of studies to be pursued in the High School, with the view of raising the standard, so as to make it compare favorably with the best organized schools of the kind in the West. On this point I desire to offer a suggestion.

The name *graduate* in these days, expresses but a vague idea of scholarly attainment. We hear of classes graduating in every part of the State, not only in Public High Schools, but in Academies and Seminaries; but how much was required of them, to achieve this supposed distinction, is quite indefinite. Is there no cause for apprehension that this business of graduating is too loosely conducted, and is there not need of a remedy? Legislative enactments perhaps cannot well interfere in the matter, but can there not be some uniform standard adopted, which shall be attained by those who aspire to the distinction of graduates? Perhaps it might be well for the State Superintendent to prescribe a course of study to be pursued by graduating classes in Public Schools, the examinations to be conducted by himself, or such competent persons as he might designate? If any school should refuse or neglect to adopt the standard recommended by the State Superintendent, then the diploma awarded in such case to a graduate would be regarded as a mere local affair. The distinction between such local graduate and a graduate under general or State regulation would be likely to so bear upon public sentiment as to discourage, if not bring into entire disrepute, the practice of graduating classes outside of the prescribed standard. It may be the alleged evil of which I speak lies in some other direction than I have suggested. Be that as it may, the course of things indicates that unless some plan can be devised to correct the lowering of educational standards, the name *graduate* will soon be without definite meaning, and will come to be regarded as of little consequence.

I have the satisfaction to report that the present term of our Public School, commencing September 11th, 1865, exhibits encouraging aspects. The different departments are better attended than for some years past, and the teachers generally evince earnestness and efficiency.

M. FRANK,
City Superintendent.

CITY OF MADISON.

In compliance with your request, I have the honor to submit the following report of the Public Schools of the city of Madison.

The enclosed statistical table has been compiled from teachers' weekly reports, and considerable pains have been taken to make it correct.

From the last school census it appears that there are upwards of 3,000 children of school age in this city. Only about two-fifths of this number have attended the public schools *any time* during the year, and the *average membership* has been only one-half the "whole number enrolled," or one-fifth the whole number of children of school age. The *average attendance* has been but little more than one-sixth of this number.

STATISTICS OF MADISON CITY SCHOOLS FOR YEAR ENDING JUNE 30 1885.

Names Of Schools	Weeks.	Whole No. enrolled since Sept. 1, 1884.			Now members of School.	Withdrawn during week.	Average daily attendance.	Per cent. of attendance.	Total Tardiness.	Total half day Absence.	Total number of Visits.	Average membership.	Whole No. days Attendance.
		Boys.	Girls.	Total.									
High School.....	40	68	66	129	49	88	55.4	94	697	1,806	814	69	27-40
First Ward—Grammar.....	40	87	84	171	76	100	75.5	94.2	978	1,787	149	82	9-20
Intermediate.....	40	70	69	129	50	65	47.8	91.8	464	1,750	128	52	29-40
Primary.....	40	138	83	221	100	158	91.8	87.8	756	2,467	86	105	21-40
Second Ward—Grammar.....	40	44	47	91	43	48	87.6	94.2	298	881	227	41	7-20
Intermediate.....	40	45	50	95	46	37	48.9	92.2	682	1,601	176	58	7-20
Primary.....	39	88	66	154	72	99	71	96.2	430	630	108	75	20-39
Third Ward—Grammar.....	40	39	40	79	34	57	34.5	92.8	333	1,027	205	37	7-8
Intermediate.....	40	49	34	83	38	70	36	92.6	404	1,092	152	38	27-40
Primary.....	40	63	96	159	81	122	66.4	89.2	735	1,524	126	75	9-40
Northeast District.....	30	42	38	78	33	65	30	84.8	356	1,592	36	37	2-5
Total of all Schools, by Terms.													
Fall.....	16	466	455	921	581	422	695.5	92	3,067	6,108	611	635	5
Winter.....	12	589	548	1,132	619	224	612.1	92.8	1,692	4,650	477	671	5
Summer.....	12	728	661	1,389	617	235	619.6	92	1,269	4,869	619	679	1
Total of all Schools.													
For year ending July 1, 1884.....	41	609	685	1,244	610	991	558.6	92.2	4,860	18,845	2,081		104,608
For year ending June 30, 1885.....	40	728	661	1,389	617	881	588.6	92.16	988	15,027	1,707	659	75
													118,018

The whole number enrolled in the total of all schools does not include double and triple enrollments. Of the former there have been 316; of the latter, 7; occasioned chiefly by parents changing residence.

By a rule of the Board of Education no child whose age is less than five years is admitted to the primary public schools. From the enclosed tables it appears that there are 534 pupils enrolled in the primary schools and their average membership has been 257. These are all half day pupils, that is, they are divided into two classes, one of which attends school in the forenoon and the other only in the afternoon, thus making the same teacher and the same school room accommodate double the number of pupils.

Small as the numbrs of pupils in our schools may appear, it nearly equals the capacity of our school buildings. This is shown from the fact that during the *summer term* 72 applicants for admission to the schools were rejected for want of room and not received any time during the term. Others were received after waiting till seats were vacated, and others wanting seats did not apply, knowing there was no room. Record of this matter was not kept during the fall and winter terms.

Perhaps a less full statement would have shown sufficiently the great obstacle to progress in the public schools of this place. By these statistics, however, the *extent* of our deficiency in school accommodations will be seen. Many years have passed since any enlargement has been made in our school buildings, and the growth of the city has been in quarters which renders even some of the room we have not available.

For some years the Board have been contemplating the erection of a new school building, but their funds have not accumulated sufficiently to warrant the prosecution of their plan.

Those departments of our schools which are not overcrowded are doing their work efficiently. The gradation is well enough, and we have a majority of able and faithful teachers. There are 13 in employ of the Board, and of these only one is a man. This is the Principal of the High School, who performs also the office of Superintendent of City Schools. He receives for these duties a salary of \$1000 per annum, and the salaries of the other teachers range from \$370 to \$450.

The teachers' meeting held every week is of much assistance to the Superintendent in the discharge of his duties.

What is needed to promote the welfare of the public schools of this city is 1st, a liberal expenditure for more school buildings, next a Board of Education who shall be enlightened as to the wants of schools and zealous in supplying them. Our schools are now censured indiscriminately by those who know not whether they are good or bad. I do not specify good teachers as a necessity because when the Board perform their duty we shall have good teachers.

J. T. LOVEWELL,
City Superintendent.

CITY OF MILWAUKEE.

In reply to your circular of the 6th inst., I submit the following abstract from the yearly report of ward school commissioners.

There are nine ward schools, containing three departments each, and seven branch schools. The number enrolled during the past year was over seven thousand. The amount expended was \$45,859 66. This amount divided by the average number belonging, gives \$11 66 as the cost of tuition per scholar. Divided by the number enrolled gives about \$7 00. The valuation of school houses, lots, furniture, &c., is about \$167,000 00. The attendance is much better than formerly. In July last the Board adopted the rule that for six half days' absence in any four consecutive weeks, (sickness only excepted,) the pupil should be suspended. The enforcing of this rule has had a wonderful effect upon the attendance average; also upon the punctual average, since two tardy marks count the same as a half day's absence. During the first two months there were thirty-six cases of suspension under the rule. The present month up to date (18th) has produced but six.

During the past year 132 teachers were examined. Teachers' certificates are graded as A 1, A 2; B 1, B 2. Applicants for B certificates are examined upon orthography, geography, grammar, history, practical and mental arithmetic. If the papers offered average between 70 and 80 per cent., the certificate is B 2. If over 80 per cent., B 1. B 1 qualifies the holder for principal of primary or intermediate departments. Applicants for A certificates, in addition to the above are examined upon physical geography, philosophy, physiology, algebra and geometry. But no one can obtain an A certificate unless the marking of the B papers will will give a B 1 certificate. A 1 qualifies the holder for principal of a grammar department. A 2, assistant in same. If every paper offered by a teacher will mark over 80 per cent., the certificate can be renewed. About half of the certificates issued were renewable.

F. C. POMEROY,
City Superintendent.

CITY OF MINERAL POINT.

Several days ago a printed circular was handed to me from you, requesting me to furnish a report concerning the Public Schools of this city: The public authorities are so effectually debarred from raising sufficient means to keep our schools going, that very little can be done towards establishing an efficient system of public school instruction here. The public schools were kept open for four months, commencing the beginning of May; but even that was longer than the means on hand justified. This mode of operating makes it very hard to get up any very flattering report. Not having any blank forms at hand, I have written down the leading facts connected with our public schools.

Report of the Public Schools of the City of Mineral Point for the year 1863.

No. of Male Children residing in the City over 4 and under 20 years of age,.....	458
No. of Female.....do.....	419
Total number,.....	877
No. of Children over 4 and under 20 years of age who attended school,.....	411
No. of days school has been taught during the year,.....	80
No. of Departments in the school—three Primary, three Intermediate, and the High School,.....	7
No. of Teachers employed—2 male and 7 female,.....	9
Wages per month paid to male teachers, \$50 and \$80.	
Wages per month paid to female teachers, \$30.	

The School Houses consist of three buildings. One large Seminary, divided off into five school rooms, (with recitation rooms) capable of holding 500 scholars, and two smaller buildings, one brick and the other wood, capable of holding 75 each. Value about \$12,000.

The City Council have only power to levy a tax double the amount received from the State School Fund, for payment of teachers' wages, contingent expenses, &c., so that the public schools can be open but a small portion of the year. Another effort will be made this winter to have the City Charter in that respect, altered so as to place it in the power of the Council to levy a tax sufficient to keep the public schools open. Whether that effort will be successful remains to be seen.

HENRY PLOWMAN,
City Superintendent.

CITY OF OSHKOSH.

Our city schools are established upon the graded system; but, from the lack of suitable high school buildings, and a sufficiently large corps of teachers, it cannot be carried out completely. This, however, we hope to remedy another season. No new buildings have been erected the present year, but another room has been secured, and a department added to the high school. As now arranged, the City System embraces a central or high school, and one in each of the five wards. The former has connected with it the grammar school, divided into two departments.

In the high school proper, (which is under the immediate supervision of Mr. A. Everett, formerly of Ann Harbor High School, Mich.,) a regular course has been adopted, to follow a thorough preparation in the ordinary English branches, extending over three years, and embracing the usual studies in language and literature pursued in academies. Rigid examinations are required and enforced for admission and promotion. The school has attained as fair a degree of success as, from the many disadvantages with which we are compelled to contend, could be reasonably expected. Below I give the standing of the past term:

Average attendance,.....	96.2
" scholarship,.....	88.
" deportment,.....	96.

The ward schools are, with one exception, divided into two departments, primary and intermediate, and are doing as well as overfilled benches and an inadequate number of teachers will permit.

On the part of the patrons an increasing, though yet insufficient interest seems to be exhibited in visiting the schools, an interest which I trust will manifest itself in "good works" by the erection of suitable buildings and supplying them with the necessary appurtenances. The following is the course of study :

	English Course.			Classical Course preparatory for College.	
1st y'r.	1st term, Prac. Arith.,	Gram. con.,	U. S. History	.....	.....
	2d term, Prac. Arith.,	Gram. con.,	U. S. History	.....	.....
	3d term, Ele. Algebra,	Gram. fin.,	Eng. Com.,	.....	.....
2d y'r.	1st term, Ele. Alg. Com.	Higher Arith,	Nat. Phil.,	Latin Com.	.....
	2d term, Uni. Alg. Com.	Higher Arith,	Nat. Phil.,	Latin Con.	.....
	3d term, Uni. Alg. Con.	Higher Arith,	Phys. Geo.,	Latin Con.	.....
3d y'r.	1st term, Geometry,	Eng. Analy.,	Gen. History,	<i>a</i> Latin Mid.,	<i>b</i> Greek Com.
	2d term, Geometry,	Eng. Analy.,	Gen. History,	<i>a</i> Latin Mid.,	<i>b</i> Greek Con.
	3d term, Botany,	Rhetoric,	Gen. History,	<i>a</i> Latin Mid.,	<i>b</i> Greek Con.
4th y'r.	1st term, Men. Phil.,	Eng. Liter.,	Chemistry,	<i>c</i> Latin Comp.,	<i>d</i> Greek Comp.
	2d term, Men. Phil.,	Eng. Liter.,	Chemistry,	<i>c</i> Latin Comp.,	<i>d</i> Greek Comp.
	3d term, Moral Phil.,	Astronomy,	Physiology,	<i>c</i> Latin Comp.,	<i>d</i> Greek Comp.

a Caesar & Cicero. *b* Greek Gram. & Prim. Comp. *c* Virgil & Lat. Prim. Comp.
d Anabasis & Greek Prin. Comp.

K. M. HUTCHINSON,
City Superintendent.

[NOTE.—It is to be regretted that no reports have been received from the City Superintendents of Beloit, La Crosse, Portage, Racine, Sheboygan, Watertown, and other places, where good graded schools are established.]

TABLE NO. 1.

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.

Counties and Towns	No. of Children.	Apportionment.
ADAMS—		
Adams	159	\$73 14
Big Flats.....	31	14 26
Dell Prairic.....	242	111 32
Easton	106	48 76
Jackson	185	85 10
Lincoln	161	74 06
Leola.....	36	16 56
Monroe.....	180	82 80
New Haven.....	295	185 70
New Chester.....	140	64 40
Newark Valley.....	31	14 26
Preston.....	109	50 14
Quincy.....	57	26 22
Richfield	145	66 70
Rome.....	36	16 56
Strong's Prairie.....	303	139 38
Springville.....	175	80 50
White Creek.....	67	30 82
Total.....	2,458	\$1,180 68
ASHLAND—		
Bayport.....	185	\$85 10
La Pointe.....	94	43 24
Total.....	279	\$128 34
BROWN—		
Bellevue.....	262	\$120 52
Depere.....	133	61 18
Depere Village.....	224	103 04
Eaton.....	94	43 24
Glenmore.....	131	60 26
Green Bay	250	115 00
Green Bay City	1,143	525 78
Ft. Howard.....	377	173 42
Howard.....	301	138 46
Holland.....	394	181 24
Humboldt.....	280	105 80
Lawrence.....	362	166 52
Morrison.....	233	107 18
New Denmark.....	212	97
Pittsfield.....	54	24 84
Preble.	231	106 26

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—Continued.

Counties and Towns.	No. of Children.	Apportionment.
BROWN—continued.		
Rockland,	215	\$98 90
Scott,.....	644	297 62
Suamico,.....	182	60 72
Wrightstown,.....	244	112 24
Total.....	5, 869	\$2, 699 74
BUFFALO—		
Alma.....	146	\$67 16
Belvidere.....	121	55 66
Buffalo.....	211	97 06
Buffalo City,.....	68	31 28
Cross,.....	174	80 04
Eagle Mills,.....	105	48 30
Gilmanton,.....	102	46 92
Glencoe,.....	82	37 72
Maxville,.....	208	95 68
Modena,	65	29 90
Naples,.....	209	96 14
Nelson,.....	69	31 74
Waumandee,.....	267	122 82
Total,.....	1, 827	\$840 42
CALUMET—		
Brothertown,	531	244 26
Brillion,.....	85	39 10
Chilton,.....	456	209 76
Charlestown,.....	399	183 54
Harrison,.....	382	175 72
New Holstein,.....	518	233 28
Rantoul,.....	154	70 84
Stockbridge,	421	193 66
Woodville,.....	202	92 92
Total,.....	3, 148	\$1, 448 06
CLARK—		
Levis,	49	\$22 54
Lynn,.....	68	28 98
Pine Valley,.....	138	61 18
Weston,.....	98	45 06
Total,.....	343	\$157 78
CHIPPewa—		
Anson,.....	30	\$13 80
Bloomer's Prairie,.....	159	73 14
Chippewa Falls,.....	240	110 40

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
CHIPPewa—concluded.		
Eagle Point,.....	265	\$121 90
La Fayette,.....	179	82 34
Sigel,.....	60	27 60
Wheaton,.....	98	42 78
Total,.....	1,026	\$471 96
COLUMBIA—		
Arlington,.....	319	\$146 74
Caledonia,.....	411	189 06
Courtland,.....	545	250 70
Columbus,.....	839	385 94
Dekorra,.....	515	236 90
Fort Winnebago,.....	296	136 16
Fountain Prairie,.....	508	233 68
Hampden,.....	386	177 56
Leeds,.....	488	201 48
Lowville,.....	343	157 78
Lodi,.....	573	263 58
Lewiston,.....	398	183 08
Marcellon,.....	354	162 84
Newport,.....	580	267 60
Otsego,.....	518	235 98
Pacific,.....	86	39 56
Portage,.....	1,208	555 68
Randolph,.....	365	188 60
Scott,.....	321	147 66
Springvale,.....	382	175 72
West Point,.....	316	145 36
Wyocena,.....	526	241 96
Total,.....	10,202	\$4,718 62
CRAWFORD—		
Clayton,.....	467	\$214 82
Eastman,.....	382	175 72
Freeman,.....	352	161 91
Haney,.....	144	66 24
Lynxville,.....	99	45 54
Marietta,.....	121	55 66
Prairie du Chien,.....	1,227	564 42
Seneca,.....	305	140 30
Scott,.....	272	125 12
Union,.....	117	53 82
Utica,.....	345	158 70
Waureka,.....	283	107 18
Total,.....	4,064	\$1,869 44

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
DANE—		
Albion.....	410	188 60
Berry,.....	458	210 68
Black Earth,.....	308	139 88
Blooming Grove,.....	365	167 90
Blue Mounds,.....	363	166 98
Bristol,.....	498	229 08
Burke,.....	391	179 86
Christiana,.....	626	287 96
Cottage Grove,.....	617	288 82
Cross Plains,.....	479	220 34
Dane,.....	421	198 66
Deerfield,.....	401	184 46
Dunkirk,.....	714	328 44
Dunn,.....	477	219 42
Fitchburg,.....	524	241 04
Madison,.....	268	120 98
Madison City,.....	2,797	1,286 62
Mazomanie,.....	506	237 38
Medina,.....	462	212 52
Middleton,.....	575	264 50
Montrose,.....	404	185 84
Oregon,.....	577	265 42
Perry,.....	389	178 94
Primrose,.....	414	190 44
Pleasant Spring,.....	469	215 74
Roxbury,.....	448	208 78
Rutland,.....	421	198 66
Springdale,.....	425	195 50
Springfield,.....	567	260 82
Sun Prairie,.....	490	225 40
Vienna,.....	376	172 96
Verona,.....	477	219 42
Vermont,.....	443	208 78
Westport,.....	478	219 88
Windsor,.....	411	189 06
York,.....	408	187 68
Total,	18,852	\$8,671 92
DODGE—		
Ashippun,.....	787	\$362 02
Burnett,.....	421	198 66
Beaver Dam,.....	587	247 02
Beaver Dam City,.....	1,091	501 86
Clyman,.....	680	312 80
Calamus,.....	469	215 74
Chester,.....	370	170 20
Elba,.....	634	291 64
Emmett,.....	600	276 00
Fox Lake,.....	763	350 98
Hustisford,.....	621	285 66

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1885.—continued

Counties and Towns.	No. of Children.	Appor men
DODGE—concluded.		
Hubbard,.....	1,135	\$52
Hermann,.....	822	37
Leroy,.....	548	25
Lomira,.....	682	31
Lowell,.....	889	40
Lebanon,.....	667	30
Oak Grove,.....	701	32
Portland,.....	538	24
Rubicon,.....	771	35
Shields,.....	574	26
Theresa,.....	923	42
Trenton,.....	667	30
Waupun, South Ward,.....	218	9
Westford,.....	513	23
Williamstown,.....	769	35
Total,.....	17,385	\$7.90
DOOR—		
Bailey's Harbor,.....	38	\$1
Brussell,.....	134	6
Clay Banks,.....	30	1
Chambers' Island,.....		
Egg Harbor,.....	61	2
Forestville,.....	56	2
Gardner,.....	65	2
Gibraltar,.....	89	4
Liberty Grove,.....		
Nasewaupee,.....	101	4
Sebastopol,.....	87	4
Sturgeon Bay,.....	117	5
Washington,.....	98	4
Total,.....	876	\$40
DOUGLAS—		
Superior,.....	178	\$8
	178	\$8
DUNN—		
Dunn,.....	221	\$10
Eau Galle,.....	200	9
Menomonie,.....	272	12
Peru,.....	46	2
Red Cedar,.....	257	11

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportio- ment.
Dunn—concluded.		
Rock Creek,.....	47	\$21 62
Spring Brook,.....	312	148 52
Total,	1, 355	\$623 20
Eau Claire—		
Bridge Creek,.....	296	\$186 16
Brunswick,.....	117	53 82
Eau Claire,.....	358	164 68
Lincoln,....	180	59 80
North Eau Claire,.....	116	53 36
Oak Grove,.....	117	53 82
Pleasant Valley,.....	75	84 50
West Eau Claire,.....	263	120 98
Total,	1, 472	\$677 12
FOND DU LAC—		
Alto,.....	506	\$282 76
Ashford,	705	324 30
Auburn,.....	588	247 48
Byron,.....	607	279 22
Calumet,	684	314 64
Empire,	358	164 68
Eldorado,.....	668	304 98
Eden,.....	569	261 74
Fond du Lac,.....	421	193 66
Fond du Lac City,.....	3, 043	1, 399 78
Friendship,.....	878	171 58
Forest,.....	591	271 86
Lamartine,.....	498	229 08
Metomen	520	239 20
Marshfield,.....	689	316 94
Oakfield,.....	495	227 70
Osceola,	186	85 56
Ripon,	379	174 34
Rosendale,	506	232 76
Ripon City,.....	687	316 02
Springvale,.....	485	228 10
Taycheedah	691	317 86
Waupun,	488	224 48
Waupun Village, North Ward,.....	305	140 30
Total,	14, 087	\$6, 894 02
GRANT—		
Beetown,.....	630	\$289 80
Boscobel,.....	431	198 26
Blue River,.....	147	67 62

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No of Children.	Apportionment.
GRANT—concluded.		
Cassville,	354	\$162 84
Clifton,	445	*99 60
Ellenboro,	294	185 24
Fennimore,	627	288 42
Glen Haven,	452	207 92
Hazel Green,	1,098	505 08
Harrison,	416	191 36
Hickory Grove,	255	117 30
Jamestown,	525	241 60
Lancaster,	840	386 40
Lima,	375	172 50
Little Grant,	292	134 32
Liberty,	267	122 82
Marion,	219	100 74
Millville,	539	247 94
Muscoda,	302	138 92
Paris,	336	154 56
Patch Grove,	324	149 04
Platteville,	1,256	577 76
Potosi,	1,168	587 28
Smelser,	373	171 68
Tafton,	399	183 54
Waterloo,	244	112 24
Waterstown,	182	83 72
Wingville,	272	125 12
Wyalusing,	271	124 66
Total,	13,333	\$6,028 08
GRANT—		
Adams,	296	\$136 16
Albany,	614	282 44
Brooklyn,	404	187 22
Cadia,	364	167 44
Clarno,	651	299 46
Decorah,	683	314 18
Exeter,	413	189 98
Jordan,	394	181 24
Jefferson,	663	304 98
Monroe,	1,281	589 26
Mount Pleasant,	506	232 30
New Glarus,	384	176 64
Spring Grove,	448	206 08
Sylvester,	453	208 38
Washington,	361	166 06
York,	294	135 24
Total,	8,211	\$3,777 06

* There was \$106 10 withheld from the town of Clifton, on account of over apportionment last year.

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
GREEN LAKE—		
Berlin,.....	410	\$188 60
Berlin City,.....	885	384 10
Brooklyn,.....	894	181 24
Dayton,.....	288	132 48
Green Lake,.....	401	184 46
Kingston,.....	234	107 64
Kingston Village,.....	184	61 64
Mackford,.....	356	163 76
Markesan,.....	148	68 08
Manchester,.....	482	198 72
Marquette,.....	180	82 80
Princeton,.....	542	249 32
St. Marie,.....	282	106 72
Seneca,.....	148	68 08
Total,.....	4,784	\$2177 64
Iowa—		
Arena,.....	517	\$287 82
Clyde,.....	280	119 60
Dodgeville,.....	1,519	698 74
Highland,.....	1,194	549 24
Linden,.....	820	377 20
Miffin,.....	512	235 52
Moscow,.....	347	159 62
Mineral Point,.....	556	255 76
Mineral Point City,.....	1,332	612 72
Pulaski,.....	454	195 04
Ridgeway,.....	995	457 70
Waldwick,.....	260	119 60
Wyoming,.....	805	140 30
Total,.....	9,041	\$4,158 86
JACKSON—		
Albion,.....	439	\$201 94
Alma,.....	350	161 00
Hixton,.....	253	116 38
Irving,.....	246	113 16
Melrose,.....	248	114 08
Manchester,.....	119	54 74
Northfield,.....	39	17 94
Springfield,.....	156	71 76
Total,.....	1,850	\$831 00

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
JEFFERSON—		
Astalan,	868	\$169 28
Cold Spring,	290	138 40
Concord,	624	287 04
Farmington,	989	454 94
Hebron,	352	188 14
Ixonia,	769	368 74
Jefferson,	1, 296	596 16
Koshkonong,	768	348 68
Lake Mills,	542	249 32
Milford,	629	289 84
Oakland,	423	194 58
Palmyra,	680	289 80
Sullivan,	641	294 86
Sumner,	167	72 22
Waterloo,	558	255 76
Waterloo Village,	162	74 52
Watertown,	960	441 60
Watertown City,	8, 129	1, 439 84
Total,	18, 275	\$6, 182 72
JUNEAU—		
Armenia,	97	\$36 34
Clearfield,	45	20 70
Fountain,	163	74 98
Germantown,	251	115 46
Kildare,	273	125 58
Lemonweir,	331	152 26
Lindina,	470	216 20
Lyndon,	183	84 18
Lisbon,	396	182 16
Mauston Village,	267	118 22
Marion,	145	66 70
Necedah,	206	94 76
Orange,	54	24 84
Plymouth,	240	110 40
Summit,	195	89 70
Seven Mile Creek,	238	109 48
Wonevoo,	225	108 50
Total,	3, 761	\$1, 725 46
KENOSHA—		
Bristol,	395	\$181 70
Brighton,	527	242 40
Kenosha City,	1, 285	591 10
Pleasant Prairie,	530	243 80
Paris,	451	207 46
Randall,	221	101 66
Salem,	584	268 64

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1835.—continued.

Counties and Towns.	No. of Children.	Apportionment.
KENOSHA—concluded.		
Somers,.....	530	\$257 60
Wheatland,.....	364	167 44
Total,.....	4,917	\$2,261 82
KEWAUNEE—		
Ahnapee,.....	275	\$126 50
Carlton,.....	336	154 56
Coryville,.....	135	62 10
Casco,.....	409	183 14
Franklin,.....	146	67 16
Kewaunee,.....	377	173 42
Lincoln,.....	167	76 82
Montpelier,.....	132	60 72
Pierce,.....	73	33 58
Red River,.....	383	176 18
Total,.....	2,433	\$1,119 18
LA CROSSE—		
Bangor,.....	361	\$166 06
Buros,.....	281	129 26
Barre,.....	453	210 68
Campbell,.....	174	80 04
Farmington,.....	367	168 82
Greenfield,.....	326	149 96
Holland,.....	175	80 50
Jackson,.....	285	131 10
La Crosse City.....	1,290	593 40
Neshonoc,.....	289	132 94
Onalaska,.....	402	184 92
Washington,.....	218	100 23
Total,.....	4,626	\$2,127 96
LA FAYETTE—		
Argyle,.....	406	\$186 76
Belmont,.....	242	111 32
Benton,.....	1,004	461 84
Center,.....	917	421 82
Elk Grove,.....	505	232 30
Fayette,.....	471	216 64
Gratiot,.....	565	259 90
Kendall,.....	451	207 46
Monticello,.....	207	95 22
New Diggings,.....	717	329 82
Shullsburg,.....	1,163	534 98
White Oak Springs,.....	217	99 82
Wayne,.....	353	164 68

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1885.—continued.

Counties and towns.	No. of Children.	Apportionment.
LA PRAIRIE—concluded.		
Willow Springs,.....	390	\$179 40
Wiota,.....	619	284 74
Total,.....	8,232	\$8,786 72
LA POINTE—		
Bayfield	109	\$50 14
Total	109	\$50 14
MANITOWOC—		
Cato,.....	628	\$288 88
Centerville,.....	486	223 56
Cooperstown,.....	584	268 64
Eaton,.....	357	164 22
Franklin,.....	520	239 20
Gibson,.....	484	199 64
Kossuth,.....	652	299 92
Liberty,.....	474	218 04
Manitowoc,.....	1,478	679 88
Manitowoc Rapids,.....	579	266 34
Maple Grove,.....	808	141 68
Mosine,.....	524	241 04
Mishicot,.....	581	267 26
Newton,.....	675	310 50
Rockland,.....	223	102 58
Schleswig,.....	413	189 98
Two Creeks,.....	129	59 84
Two Rivers,.....	978	449 88
Total,.....	10,023	\$4,610 58
MARATHON—		
Berlin,.....	233	\$107 18
Easton,.....	88	3 68
Jenny,.....	35	16 10
Knowlton,.....	35	16 10
Mosinee,.....	108	49 68
Marathon,.....	97	44 62
Stettin,.....	99	45 54
Texas,.....	56	25 76
Weston,.....	33	15 18

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1885.—continued.

Counties and Towns.	No. of Children.	Apportionment.
MARATHON—concluded.		
Wausau,	89	\$40 94
Wausau village,	267	122 82
Total,	1, 060	\$487 60
MARQUETTE—		
Buffalo,	827	\$150 42
Crystal Lake,	218	97 98
Douglas,	268	120 98
Harris,	170	78 20
Mecan,	174	80 04
Montello,	804	189 84
Moundville,	178	79 58
Neshkoro,	159	73 14
Newton,	248	111 78
Oxford,	217	99 82
Packwaukee,	199	91 54
Shields,	212	97 52
Springfield,	85	16 10
Westfield,	159	73 14
Total,	2, 848	\$1, 810 08
MILWAUKEE—		
Franklin,	782	\$386 72
Granville,	1, 077	495 42
Greenfield,	988	481 48
Lake	698	318 78
Milwaukee,	1, 101	506 46
Milwaukee City,	20, 500	9, 480 00
Oak Creek,	919	422 74
Wauwatosa,	1, 171	588 66
Total,	27, 181	\$12, 480 26
MONROE—		
Adrian,	184	\$84 64
Angelo,	163	74 98
Clifton,	102	46 92
Eaton,		
Glendale,	124	57 04
Greenfield,	107	49 22
Jefferson,	175	80 50
Leon,	844	158 24
Lincoln,	198	91 08
La Fayette,	95	43 70
Little Falls,	171	78 66
Oakdale,	189	63 94
Portland,	162	74 53

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
MONROE—concluded.		
Ridgeville,.....	266	\$127 80
Sparta,.....	974	448 04
Sheldon,.....	177	81 42
Tomah,.....	888	176 18
Wellington,.....	106	48 30
Wilton,.....	171	78 66
Total,.....	4,040	\$1,858 40
OCONTO—		
Little Suamico,.....	78	38 58
Marinette,.....	151	69 46
Oconto,.....	189	86 94
Oconto Village,.....	236	108 56
Pensaukee,.....	128	56 58
Peshtigo,.....	287	109 02
Stiles,.....	126	57 96
Total,.....	1,185	522 10
OUTAGAMIE—		
Appleton,.....	985	453 10
Bovina,.....	104	47 84
Black Creek,.....	21	9 66
Buchanan,.....	187	63 02
Center,.....	288	130 18
Dale,.....	319	146 74
Ellington,.....	329	151 84
Freedom,.....	313	143 98
Greenville,.....	543	249 78
Grand Chute,.....	435	200 10
Hortonia,.....	312	143 52
Kaukauna,.....	424	195 04
Liberty,.....	71	32 66
Maple Creek,.....	181	60 26
Osborn,.....	79	36 84
Total,.....	4,486	2,068 56
OZAUKIE—		
Belgium,.....	1,081	492 66
Cedarburg,.....	1,023	470 58
Fredonia,.....	784	360 64
Grafton,.....	829	381 34
Mequon,.....	1,394	641 24
Port Washington,.....	1,073	493 58
Saukville,.....	760	349 60
Total,.....	6,934	3,189 64

APPORTIONMENT OF SCHOOL FUND INCOME--continued.

Counties and Towns.	No. of Children.	Apportionment.
PEPIN—		
Albany.....	58	26 58
Durand.....	295	185 70
Frankfort.....	76	84 50
Lima.....	114	52 44
Pepin.....	297	186 62
Stockholm.....	48	22 08
Waubesaek.....	86	39 56
Waterville.....	76	84 56
Total.....	1,048	482 06
PIERCE—		
Clifton.....	179	82 84
Diamond Bluff.....	54	24 84
El Paso.....	49	22 54
Hartland.....	68	31 28
Isabelle.....	40	18 40
Martelle.....	241	110 86
Oak Grove.....	148	65 78
Perry.....	94	43 24
Pleasant Valley.....	94	43 24
Prescott.....	380	174 80
River Falls.....	319	145 74
Salem.....	60	27 60
Trenton.....	45	20 70
Trimbelle.....	184	61 64
Union.....	15	6 90
Total.....	1,915	880 90
POLK—		
Alden.....	145	20 70
Farmington.....	159	73 14
Lincoln.....	29	13 24
Osceola.....	197	82 34
St. Croix Falls.....	123	60 72
Sterling.....	63	28 98
Total.....	607	279 22
POLK—		
Almond.....	208	95 68
Amherst.....		
Amherst Village.....	278	127 88
Belmont.....	152	69 92
Buena Vista.....	178	79 58
Eau Claire.....	65	29 90
Grant.....	87	17 02
Hull.....		

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
PORTAGE—concluded.		
Jordan Village,	185	\$62 10
Lanark,	187	86 02
Linwood,	55	25 80
New Hope,	215	98 99
Plover,		
Plover Village,	380	165 60
Pine Grove,	125	57 50
Sharon,	226	108 96
Stockton,	207	95 22
Stevens Point,	19	8 74
Stevens Point City,	475	218 50
Total,	2,917	\$1,341 50
RACINE—		
Burlington,	896	\$412 16
Caledonia,	1,083	498 18
Dover,	450	207 00
Mount Pleasant,	877	408 42
Norway,	401	184 48
Raymond,	546	251 16
Racine City,	2,865	1,317 90
Rochester,	340	156 40
Waterford,	564	259 44
Yorkville,	522	240 12
Total,	8,544	\$3,980 24
RICHLAND—		
Akan,	172	\$79 12
Bloom,	328	150 88
Buena Vista,	371	170 66
Dayton,	259	119 14
Eagle,	388	178 48
Forest,	304	139 84
Henrietta,	250	115 00
Ithaca,	493	226 78
Marshall,	317	145 82
Orion,	263	120 98
Richwood,	424	195 04
Rockbridge,	290	133 40
Sylvan,	283	130 18
Westford,	256	117 76
Willow,	211	97 06
Richland,	482	221 72
Total,	5,091	\$2,341 86

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
Rock—		
Avon,.....	354	\$162 84
Beloit,.....	313	143 98
Beloit City,.....	1,540	708 40
Bradford,.....	376	172 96
Clinton,.....	599	275 54
Center,.....	487	201 02
Fulton,.....	706	324 76
Harmony,.....	381	175 26
Janesville,.....	298	137 08
Janesville City,.....	3,748	1,721 78
Johnstown,.....	454	208 84
Lima,.....	385	177 10
La Prairie,.....	322	148 12
Magnolia,.....	400	184 00
Milton,.....	613	281 98
Newark,.....	441	202 86
Porter,.....	511	235 06
Plymouth,.....	462	212 52
Rock,.....	488	224 48
Spring Valley,.....	416	191 86
Turtle,.....	497	228 62
Union,.....	660	308 60
Total,.....	14,896	\$6,622 16
SAINT CROIX—		
Cylon,.....	76	\$34 96
Eau Galla,.....		
Erin Prairie,.....	151	69 46
Emerald,.....	48	22 08
Hammond,.....	190	87 40
Hudson,.....	122	56 12
Hudson City,.....	548	252 08
Malone,.....	175	80 50
Pleasant Valley,.....	129	59 34
Richmond,.....	178	81 88
Rush River,.....	76	34 96
St. Joseph,.....	75	34 50
Springfield,.....	41	18 88
Star Prairie,.....	145	66 70
Somerset,.....	185	82 10
Troy,.....	211	97 06
Warren,.....	72	33 12
	2,372	\$1,091 12
SAUK—		
Baraboo,.....	980	\$427 80
Bear Creek,.....	248	114 08
Dellona,.....	247	113 62

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
SAUK—concluded.		
Excelsior,.....	290	\$188 40
Fairfield,.....	261	120 06
Franklin,.....	326	149 96
Freedom,.....	244	112 24
Greenfield,.....	800	188 00
Honey Creek,.....	448	208 78
Ironton,.....	488	199 19
Levalle,.....	820	147 20
Merrimack,.....	808	189 88
New Buffalo,.....	841	156 86
Prairie du Sac,.....	719	380 74
Reedsburg,.....	468	215 28
Spring Green,.....	351	161 46
Sumpter,.....	897	182 62
Troy,.....	349	160 54
Washington,.....	305	140 80
Westfield,.....	879	174 84
Winfield,.....	284	180 64
Woodland,.....	235	108 10
Total,.....	8,178	\$8,759 58
SHAWANO—		
Belle Plaine,.....	95	\$48 70
Hartland,.....	33	15 18
Pella,.....	75	34 50
Richmond,.....	80	36 80
Shawano,.....	34	15 64
Waukechon,.....	7	8 22
Total,.....	324	\$149 04
SHEBOYGAN—		
Abbott,.....	639	\$298 94
Greenbush,.....	516	237 86
Hermann,.....	784	337 64
Holland,.....	955	439 80
Lima,.....	782	386 72
Lyndon,.....	568	258 98
Mitchell,.....	422	194 12
Moselle,.....	437	201 02
Plymouth,.....	839	385 94
Rhine,.....	596	374 16
Russell,.....	281	106 26
Scott,.....	577	265 42
Sheboygan,.....	507	238 22
Sheboygan Falls,.....	777	357 42
Sheboygan Falls Village,.....	502	230 92

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1885—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
SHEBOYGAN—concluded.		
Sheboygan City,.....	1,550	\$718 00
Wilson,.....	486	223 66
Total,.....	11,063	\$5,088 98
TREMPEALEAU—		
Arcadia,.....	95	\$53 68
Caledonia,.....	147	69 62
Chase,.....		
Burnside,.....	21	9 66
E. trick,.....	148	68 08
Gale,.....	802	138 92
Hale,.....	15	6 90
Lincoln,.....	64	29 44
Preston,.....	148	68 08
Sumner,.....	86	39 66
Trempealeau,.....	464	213 44
Total,.....	1,523	\$700 68
VERNON—		
Bergen,.....	165	\$75 90
Christiana,.....	300	133 00
Clinton,.....	170	78 30
Coon,.....	159	73 14
Franklin,.....	361	166 06
Forest,.....	178	79 68
Greenwood,.....	142	65 32
Genoa,.....	130	59 80
Hamburg,.....	256	117 76
Harmony,.....	193	88 78
Hillside,.....	288	132 48
Jefferson,.....	348	160 06
Kickapoo,.....	386	177 56
Liberty,.....	133	61 18
Stark,.....	160	73 60
Sterling,.....	308	141 68
Union,.....	98	45 06
Viroqua,.....	667	306 62
Webster,.....	288	132 48
Whitestown,.....	150	48 30
Wheatland,.....	168	77 28
Total,.....	4,998	\$2,299 06
WALWORTH—		
Bloomfield,.....	443	\$203 78
Darien,.....	559	257 14

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1885—continued.

Counties and Towns.	No. of Children.	Apportionment.
WALWORTH—continued.		
Delavan,.....	918	\$419 98
East Troy,.....	589	270 94
Elkhorn,.....	375	172 50
Geneva,.....	808	369 88
Hudson,.....	529	243 34
La Grange,.....	508	233 68
La Fayette,.....	490	225 40
Linn,.....	325	194 50
Richmond,.....	388	178 48
Sharon,.....	686	315 56
Sugar Creek,.....	404	185 84
Spring Prairie,.....	457	210 22
Troy,.....	440	202 40
Whitewater,.....	1,844	618 24
Walworth.....	541	248 86
Total,.....	9,794	\$4,605 24
WASHINGTON—		
Addison,.....	936	\$480 56
Barton,.....	537	247 02
Erin,.....	714	328 44
Farmington,.....	761	350 06
German town,.....	1,018	468 28
Hartford,.....	1,094	503 24
Jackson,.....	836	384 56
Keshkum,.....	543	249 78
Polk,.....	1,075	494 50
Richfield,.....	843	387 78
Trenton,.....	783	360 18
Wayne,.....	786	361 56
Wes. Jan'.....	708	325 68
Total,.....	10,634	\$4,191 64
WAUKESHA—		
Brookfield.....	805	\$370 80
De lafield,.....	549	252 54
Eagle,.....	514	236 44
Geneseo,.....	708	325 68
Lisbon,.....	543	252 08
Menomonee,.....	928	426 88
Merton,.....	580	266 80
Muskego,.....	575	264 50
Mukwonago,.....	623	286 58
New Berlin,.....	829	381 34
Oconomowoc,.....	965	443 90
Otawa,.....	480	220 80
Pewaukee,.....	602	276 92
Summit,.....	398	183 08

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
WAUKESHA—concluded.		
Vernon,.....	449	\$206 64
Waukesha,.....	1, 826	609 96
Total,.....	10, 879	\$5, 004 34
WAUPACA—		
Bear Creek.....	85	\$39 10
Oaledonia,.....	237	109 02
Dayton,.....	260	119 60
Farmington,.....	289	132 94
Helvetia,.....	36	16 66
Iola,.....	238	109 48
Larrabee,.....	20	9 20
Lebanon,.....	158	72 68
Lind,.....	402	184 92
Little Wolf,.....	166	76 36
Matteson,.....	45	20 70
Mukwa,.....	354	162 84
Royalton,.....	282	106 72
Scandinavia,.....	367	168 82
St Lawrence,.....	244	112 24
Union,.....	43	19 78
Waupaca,.....	496	228 16
Weyauwega,.....	505	232 30
Total,.....	4, 177	\$1, 921 42
WAUSHARA—		
Aurora,.....	365	\$167 90
Bloomfield,.....	272	125 12
Coloma,.....	118	54 28
Deerfield,.....	67	30 82
Dakota,.....	104	47 84
Hancock,.....	126	57 96
Leon,.....	264	121 41
Mt. Morris,.....	178	81 88
Marion,.....	216	99 36
Oasis,.....	195	89 70
Plainfield,.....	370	170 20
Poyssippi,.....	125	57 60
Rose,.....	69	31 74
Richford,.....	194	89 24
Springwater,.....	188	86 48
Saxville,.....	259	119 14
Warren,.....	245	112 70
Wautoma,.....	265	121 90
Total,.....	3, 620	\$1, 665 20

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1885—concluded.

Counties and Towns.	No of Children.	Apportion- ment.
WINNEBAGO—		
Algoma,.....	176	80 96
Black Wolf,.....	298	184 78
Clayton,.....	533	245 18
Menaasha,.....	896	412 16
Neenah,.....	888	408 48
Nekimi,.....	445	204 78
Wopewaukin,.....	858	162 88
Omro,.....	809	372 54
Oshkosh,.....	852	166 52
Oshkosh City,.....	2, 954	1, 368 84
Poygan,.....	308	141 68
Rushford,.....	708	328 88
Utica,.....	477	219 42
Vinland,.....	398	180 78
Winchester.....	514	236 44
Winneconne,.....	508	231 88
Wolf River,.....	109	50 14
Total,.....	10, 716	4, 929 86
WOOD—		
Centralia,.....	210	96 60
Dexter,.....	.....	.....
Grand Rapids,.....	819	146 74
Lincoln,.....	9	4 14
Rudolph,.....	88	40 48
Saratoga,.....	88	45 08
Seneca,.....	59	27 14
Sigel,.....	57	26 22
Springfield,.....	41	18 86
Total,.....	881	\$405 26

TABLE No. 2.
GENERAL STATISTICS.

COUNTIES.	No. of School Districts.	No. of Districts not Reported.	No. of Parts of Districts.	No. of Parts of Districts not Reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended school.	No. of Children over 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	Total No. of different Pupils who have attended School during the year.	No. of days a school has been taught by a qualified teacher during the year.	No. of days' attendance of Pupils under 4 years of age.	No. of days' attendance of Pupils over 20 years of age.	No. of days' attendance of Pupils over 4 and under 20 years of age.	Total No. of days' attendance of different Pupils during the year.
Adams,	68	6	31	8	1174	1137	2311	1663	18	8	1744	7891	610	255	106254	112217
Ashland,	8	2	...	...	33	29	62	20	...	...	20	66	...	...	66	792
Brown,	61	8	16	2	3117	3040	6157	3582	16	2	3755	9100	313	18	268906	269191
Buffalo,	38	6	11	1	1121	1024	2145	1196	18	8	1331	4728	37	308	76359	79763
Burnett,	1	...	...	...	42	30	72	...	...	...	...	...	...	...	...	...
Calumet,	67	3	9	1	1726	1645	3371	2261	7	12	2280	6762	144	434	116768	117337
Chippewa,	22	...	2	...	591	538	1129	743	4	7	767	2702	33	218	56362	57578
Clark,	13	8	2	...	212	162	374	278	1	4	283	1069	10	141	19007	19168
Columbia,	124	1	63	1	5199	5059	10258	8120	46	56	8222	24772	563	2336	555324	558223
Crawford,	68	...	32	4	2171	2086	4257	2907	23	76	2946	8945	449	455	253908	254647
Dane, 1st District,	94	...	78	1	4149	3898	8047	5550	27	44	5638	17289	347	1438	311892	298339
Dane, 2d ..do.,	94	1	48	...	5762	5419	11181	6700	20	32	6761	16485	314	754	428077	429148
Dodge, 1st District,	80	...	81	...	3967	3751	7718	4652	25	42	4798	11250	251	2701	270883	329097
Dodge, 2d ..do.,	78	8	63	2	4967	4662	9629	5962	33	24	6951	18972	872	724	374709	379617
Doot,	82	6	...	4	557	537	1094	548	6	...	579	3486	94	...	80816	81457

TABLE No. 2.—GENERAL STATISTICS.—continued.

COUNTIES.	No. of School Districts.	No. of Districts not Reported.	No. of Parts of Districts.	No. of Parts of Districts not Reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Total No. of different Pupils who have attended School during the year.	No. days a School has been taught by a qualified Teacher during the year.	No. of days' attendance of Pupils under four years of age.	No. of days' attendance of Pupils over 20 years of age.	No. of days' attendance of Pupils over and under 20 years of age.	Total No. of days' attendance of different Pupils during the year.
Trempealeau,.....	35	.....	10	2	1036	913	1949	1412	12	4	1399	4707	189	121	77493	77807
Vernon,.....	98	.....	41	1	2700	2678	5378	3699	34	41	3783	12137	332	899	144043	145264
Walworth,.....	105	.....	67	.....	4976	4821	9797	7795	30	61	7886	22435	635	2146	581060	583842
Washington,.....	87	.....	48	.....	5404	5086	10490	5245	27	8	5764	14845	144	161	382153	392260
Waukesha,.....	98	.....	94	.....	5393	5175	10568	7787	16	38	7828	20433	362	1558	535516	561534
Waupaca,.....	75	2	22	1	2289	2055	4344	2737	15	26	3007	9730	284	869	182362	183515
Wausau,.....	72	1	47	1	1967	1882	3849	2831	23	9	2798	11960	668	407	159371	163452
Winnebago,.....	72	.....	64	.....	6012	5724	11736	7439	44	402	7673	15206	745	1901	578467	568936
Wood,.....	21	1	1	.....	477	450	927	832	9	4	880	2632	219	96	65388	65651
Total,.....	3806	121	1788	60	171865	163717	335582	217767	1262	1523	223067	615424	26018	41162	14542034	14681167

TABLE No. 3.
TEACHERS, SCHOOL HOUSES, SITES, ETC.

COUNTIES.	No. of different persons employed as teachers during the year.		Average wages of male teachers per month.		Average wages of female teachers per month.		No. of schools visited by the county superintendent during year.	No. of pupils school houses will accommodate.	No. of school houses in the town.	No. of sites containing less than one acre.	No. sites well inclosed.	No. school houses built of stone or brick.	No. of school houses with out houses in good condition.	No. of school houses furnished with blackboards.	No. of school houses furnished with outline maps.	No. of school houses furnished with clocks.	Highest valuation of school house and site.	Total cash value of school houses.	Cash value of sites.	Cash value of apparatus, etc.
Adams,.....	9824	25 18 05	52	2239	61	51	2	19	60	2	1	1	1	1	1	1	500 00	6435 00	478 50	151 30
Ashland,.....	140 00	.....	1	46	1	1	1	1	1	1	1	1	1	1	1	1	5000 00	14943 00	2782 00	166 50
Brown,.....	11341	69 23 72	43	3858	67	60	13	2	17	49	10	6	5900 00	7990 00	588 00	169 80	1750 00	8353 25	1025 55	258 50
Buffalo,.....	5331	72 28 97	43	1420	31	18	4	1	8	25	2	1	1750 00	7990 00	588 00	169 80	1750 00	8353 25	1025 55	258 50
Calumet,.....	8129	67 18 62	52	3237	57	44	11	.....	13	44	8	4	620 00	8353 25	1025 55	258 50	1750 00	8353 25	1025 55	258 50
Chippewa,.....	5430	39 26 38	19	828	20	18	1	.....	1	16	1	.....	1500 00	3690 00	400 00	78 00	1500 00	3690 00	400 00	78 00
Clark,.....	19	.....	28 96 25	329	10	10	.....	.....	.....	7	2	1	210 00	1105 00	62 00	70 00	210 00	1105 00	62 00	70 00
Columbia,.....	20687	12 20 79	140	8229	147	122	27	14	67	137	20	11	10000 00	53067 00	6794 00	842 25	10000 00	53067 00	6794 00	842 25
Crawford,.....	11436	33 22 04	.....	3355	81	59	4	6	6	68	8	2	4000 00	18858 00	2202 00	774 00	4000 00	18858 00	2202 00	774 00
Dane, 1st District,.....	21729	04 19 71	109	5450	119	100	24	26	41	117	9	11	5800 00	38544 00	3585 50	310 50	5800 00	38544 00	3585 50	310 50
Dane, 2d District,.....	19835	86 23 12	138	6232	114	86	20	14	25	101	18	12	7500 00	44390 00	12086 50	3225 04	7500 00	44390 00	12086 50	3225 04
Dodge, 1st District,.....	14338	68 20 05	78	5187	80	75	8	10	40	76	17	5	10500 00	33194 00	2104 33	567 50	10500 00	33194 00	2104 33	567 50
Dodge, 2d District,.....	22537	34 19 36	102	6198	122	102	26	9	40	115	20	11	2200 00	36994 00	3842 00	749 86	2200 00	36994 00	3842 00	749 86
Door,.....	1726	00 22 58	17	508	19	16	2	.....	5	12	4	3	500 00	3820 00	394 00	245 00	500 00	3820 00	394 00	245 00

TABLE NO 2.—TEACHERS, SCHOOL HOUSES, SITES, ETC.—concluded.

COUNTIES.	No. of different persons employed as teachers during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	No. of schools visited by the county superintendent during year.	No. of pupils school houses will accommodate.	No. of school houses in the town.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses with out-houses in good condition.	No. of school houses furnished with blackboards.	No. of school houses furnished with outline maps.	No. of school houses furnished with clocks.	Highest valuation of school house and site.	Total cash value of school houses.	Cash value of sites.	Cash value of apparatus, etc.
Douglas,	540	00 26 60		3	170	4	4	1	1	3	3	3	1	925 00	650 00	275 00	.....
Dunn,	5040	00 26 60		3	1340	33	27	3	.....	10	28	4	2	700 00	6385 00	635 00	280 00
Ken Claire,	6446	39 24 19		1	1470	26	26	4	.....	10	24	1	1	4400 00	9195 00	1458 00	253 00
Fond du Lac,	31137	29 20 46		16	11574	133	145	47	7	86	154	26	32	20000 00	86470 00	12785 00	1199 92
Grant,	31836	08 23 41		174	10411	191	122	15	21	83	171	20	14	9800 00	77797 50	7368 00	1286 25
Green,	23831	86 20 54		108	6596	112	94	17	24	21	105	26	10	1050 00	38763 00	3390 50	1034 50
Green Lake,	12336	45 19 87		100	3644	70	54	8	3	17	62	15	6	1900 00	17925 00	4511 00	248 34
Iowa,	18139	26 24 25		40	7591	115	62	16	16	28	101	25	6	7000 00	40762 00	2052 90	1999 10
Jackson,	8334	73 21 04		38	1840	45	30	3	.....	12	32	6	3	825 00	7715 15	1028 00	266 00
Jefferson,	24337	03 19 52		120	7925	131	110	17	39	64	122	25	15	8000 00	57271 25	7650 50	2010 25
Juneau,	14137	42 19 47		85	2614	79	61	10	.....	21	65	1	2	2000 00	16097 00	1171 00	289 75
Kenosha,	13734	69 21 18		64	4858	67	62	26	5	39	67	14	13	17000 00	41290 00	3590 00	987 00
Kewaunee,	4228	53 21 56		22	1979	40	24	10	.....	17	20	2	2	1155 00	5750 00	855 00	162 00
La Crosse,	9786	24 23 26		60	2284	62	49	12	4	33	55	11	3	5000 00	24143 00	3303 00	321 00
La Fayette,	18030	96 22 33		13	5967	111	74	24	19	26	70	21	1	2400 00	30655 00	3169 50	797 50
La Pointe,	2	..... 59 00		1	60	1	1	1	.....	1	1	1	1	700 00	600 00	100 00	50 00
Manitowoc,	14934	90 22 55		76	8086	98	76	9	1	30	89	25	14	4100 00	21340 50	3783 00	1767 75
Marathon,	4434	00 27 27		25	1179	39	18	5	.....	7	23	7	2	3500 00	8972 00	971 80	607 25
Marquette,	9524	47 18 90		57	2446	50	39	2	.....	6	54	6	5	1725 00	3825 45	504 75	95 75

Milwaukee, 1st Dist., ...	7132	3121	90	47	2082	47	44	13	4	27	47	28	7	1300	00	16016	00	2447	00	508	83
Milwaukee, 2d Dist., ...	11454	0021	41	20	7062	35	35	19	10	30	34	28	17	21000	00	94280	00	89218	00	8251	00
Monroe, ...	16933	1718	86	97	4237	96	78	8	.....	21	78	1	7	2600	00	19478	00	1162	20	297	50
Oconto, ...	3156	1228	52	16	909	16	18	3	.....	7	11	10	4	2000	00	9750	00	1595	00	183	00
Ooutagamie, ...	12034	6021	28	66	3687	69	61	14	1	31	63	17	10	6000	00	19561	00	3166	50	383	50
Ozaukee, ...	8330	9921	85	57	5607	62	26	10	9	27	54	25	2	3400	00	19140	00	2899	00	1234	00
Pepin, ...	3335	0821	74	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pierce, ...	6246	4523	82	47	2077	43	37	7	.....	11	34	7	1	4000	00	15135	00	961	00	367	00
Polk, ...	2647	6022	34	26	559	13	7	2	.....	2	9	3	1	900	00	3255	00	451	00	133	00
Portage, ...	1144	4320	51	63	2521	74	45	8	.....	10	55	2	2	5000	00	14705	00	2314	00	105	50
Racine, ...	15343	8222	21	79	5446	81	71	27	14	45	81	46	24	15000	00	62327	64	11896	94	2374	15
Richland, ...	15830	8521	41	60	5127	113	93	6	.....	14	86	6	8	2700	00	17103	10	1811	65	63	00
Rock, 1st Dist., ...	14032	3030	37	80	3834	79	63	18	30	20	77	12	7	2355	00	24914	00	2294	00	866	25
Rock, 2d Dist., ...	15239	1922	17	74	4346	84	71	31	17	49	78	19	12	12000	00	40895	00	5187	00	933	20
St. Croix, ...	8735	5526	67	76	2559	51	.....	16	.....	25	40	2	2	3500	00	17240	00	1305	00	193	00
Sauk, ...	26431	5520	28	102	7420	148	115	11	10	38	127	18	4	3500	00	84248	36	4182	22	919	00
Shawano, ...	13	.....	23	38	7	424	14	11	.....	1	11	.....	2	400	00	1025	00	178	00	31	00
Sheboygan, ...	20037	0821	29	53	7480	117	103	22	3	47	104	29	7	15200	00	39702	76	8899	00	1219	50
Trempealeau, ...	6135	6021	71	36	1638	38	30	3	1	13	28	5	2	6200	00	14315	00	797	00	115	00
Vernon, ...	16623	0020	63	91	4785	107	95	2	1	12	86	2	.....	605	00	14417	00	930	50	483	15
Walworth, ...	27543	7520	18	135	7670	136	127	32	20	55	129	22	19	5000	00	49310	00	6843	50	721	50
Washington, ...	14632	8119	10	115	7085	104	93	7	11	26	95	13	2	1700	00	20215	00	3844	20	850	75
Waukesha, ...	24238	8221	30	167	7332	118	101	28	20	64	112	44	22	5000	00	49850	00	5148	00	928	75
Waupaca, ...	13532	2820	52	153	3458	89	72	17	.....	33	83	12	2	1309	00	13042	05	2381	55	383	17
Waushara, ...	13233	4517	54	69	3723	93	81	4	.....	24	87	5	4	2200	00	13455	40	798	00	211	50
Winnebago, ...	21741	0621	85	85	6608	105	95	22	7	42	100	23	15	9100	00	54191	79	12360	00	1271	80
Wood, ...	3351	5024	39	21	1360	21	18	6	.....	8	19	5	6	4120	00	7800	00	940	00	100	00
	753236	4622	24	3882	241598	4338	3454	691	378	1418	3821	750	395	21000	00	1455322	20	214447	86	39563	48

TABLE No. 4.
FINANCIAL STATISTICS.
MONEYS RAISED AND RECEIVED.

COUNTIES.	Taxes levied for building and re- pairing.	Taxes levied for fuel and incen- dals.	Taxes levied for teachers' wages.	Taxes levied for apparatus, etc.	Taxes levied for library, etc.	Taxes levied to pay old indebted- ness.
Adams,.....	\$545 03	\$656 54	\$3,137 22	\$107 27	\$70 00	\$111 26
Ashland,.....	2,373 24	851 17	5,400 61	52 06	80 00	245 50
Brown,.....	718 50	387 90	8,080 22	.....	.....	272 31
Buffalo,.....	.....	.....	.....	.....	.....	.....
Burnett,.....	922 25	524 96	3,927 68	103 00	.....	193 52
Calumet,.....	261 70	849 10	1,520 31	.....	.....	167 00
Chippewa,.....	.....	80 00	1,326 00	.....	.....	.....
Clark,.....	2,606 56	2,567 97	15,722 97	80 40	20 00	456 17
Columbia,.....	912 65	908 98	7,004 26	60 00	.....	81 03
Crawford,.....	6,611 75	2,706 66	8,614 58	.....	.....	172 63
Dane, 1st dist.,.....	4,722 46	2,074 98	18,190 04	20 00	20 00	548 13
Dane, 2d dist.,.....	.....	.....	.....	.....	.....	.....
Dodge, 1st dist.,.....	1,471 80	8,550 50	13,877 31	32 75	.....	840 10
Dodge, 2d dist.,.....	.....	.....	.....	.....	.....	.....

TABLE No. 4.—FINANCIAL STATISTICS, MONIES RAISED AND RECEIVED.—continued.

COUNTIES.	Taxes levied for building and repairing.	Taxes levied for fuel and incidentals.	Taxes levied for teachers' wages.	Taxes levied for apparatus, etc.	Taxes levied for library, etc.	Taxes levied to pay old indebtedness.
Sheboygan,	1,309 78	1,188 83	6,878 20	40 00	.....	850 90
Trempealeau,	941 29	501 45	3,556 82	10 95	25 00	212 58
Vernon,	1,388 45	885 54	6,028 73	161 90	.....	272 25
Walworth,	1,508 53	3,298 95	16,332 84	86 27	.....	451 75
Washington,	1,112 91	1,192 76	3,460 62	4 34	10 00	187 59
Waukesha,	1,452 71	2,788 91	14,644 91	15 00	12 00	808 67
Waupaca,	945 25	673 60	6,985 45	28 00	.....	478 20
Waubesa,	1,751 75	755 13	4,913 14	.....	.....	1,238 46
Winnebago,	8,889 14	3,020 01	15,465 00	50 00	.....	918 50
Wood,	187 00	143 46	2,414 27	30 00	.....	10 00
Total,	\$30,649 84	\$74,861 18	\$398,627 76	\$3,786 18	\$1,314 61	\$20,890 56

TABLE NO. 4.—FINANCIAL STATISTICS, MONIES RAISED AND RECEIVED—continued.

COUNTIES.	Income of the state school fund.	Taxes levied at annual town meeting.	Taxes levied by county supervisors.	Tuition of non-resident pupils.	All other sources.	Money on hand August 31, 1864.	Total amount on hand, raised and received during the year.
Adams.....	\$743 00	\$180 45	\$750 16	\$2 00	\$335 08	\$1,075 49	\$7,713 50
Ashland.....	43 24	.....	83 60	.....	.....	190 88	267 72
Brown.....	2,496 98	440 10	1,306 17	42 74	50 52	2,005 07	15,354 06
Buffalo.....	531 06	35 00	299 66	6 50	405 55	1,172 20	7,468 98
Burnett.....	1,409 19	284 94	671 68	7 75	304 08	2,132 06	10,381 01
Calumet.....	443 00	631 78	210 77	.....	.....	68 04	3,647 70
Chippewa.....	.....	.....	400 28	2 50	696 00	161 18	2,664 96
Clark.....	4,192 48	2,125 38	4,365 44	540 84	3,045 04	3,861 19	39,984 44
Columbia.....	1,518 59	1,259 78	912 40	3 00	1,087 09	850 06	14,652 76
Crawford.....	3,431 46	1,638 04	1,639 01	1 00	617 57	4,250 08	29,698 58
Dane, 1st district.....	5,621 52	1,488 17	1,258 67	156 90	1,369 00	2,790 02	38,159 89
Dodge, 1st district.....	.....	.....	.....	.....	.....	.....	.....
Dodge, 2d district.....	3,667 31	1,090 80	2,052 45	97 70	181 29	2,610 22	29,471 78

TABLE No. 4.—FINANCIAL STATISTICS, MONEY, RAISED AND RECEIVED.—concluded.

COUNTIES.	Income of the State School Fund.	Taxes Levied at Annual Town Meeting.	Taxes Levied by County Super-Visors.	Tuition of Non-Resident Pupils.	All other Sources.	Money on hand August 31, 1864.	Total Amount on hand, raised and received during the year.
Door,.....	\$217 74	\$312 00	\$248 88	\$20 00	\$454 39	.....	\$5,215 54
Douglas,.....	81 88	.....	.....	.....	201 25	\$34 88	1,140 01
Dunn,.....	536 00	434 00	183 00	39 80	191 63	.....	5,984 03
Eau Claire,.....	677 12	.....	800 00	52 25	289 26	.....	19,630 80
Fond du Lac,.....	6,753 57	1,590 84	2,528 19	408 72	1,476 51	.....	53,641 16
Grant,.....	5,760 49	1,984 64	2,561 47	151 80	1,352 15	4,331 92	41,963 18
Green,.....	8,268 97	1,285 60	1,791 10	221 98	619 00	1,800 83	26,717 12
Green Lake,.....	2,846 02	.....	811 24	141 00	411 00	4,880 11	21,308 87
Iowa,.....	3,698 11	1,469 84	2,039 27	98 24	1,269 69	5,257 66	28,679 79
Jackson,.....	771 29	427 14	897 15	10 00	412 40	2,803 86	10,481 01
Jefferson,.....	5,676 55	1,233 48	3,630 16	502 99	1,409 62	2,501 34	32,966 06
Juneau,.....	1,589 00	1,075 86	841 48	86 00	427 12	2,044 23	15,638 65
Kenosha,.....	1,965 71	260 40	5,180 92	199 00	1,305 27	929 08	19,335 94
Keweenaw,.....	640 27	352 22	422 59	.....	95 00	218 81	5,563 02
La Crosse,.....	2,074 00	1,274 00	909 21	7 30	291 12	782 60	16,607 62
La Fayette,.....	8,150 94	916 65	1,399 36	65 36	532 83	3,553 03	27,825 35
La Pointe,.....	50 14	300 00	1,180 00	.....	.....	1,530 14	1,050 28
Manitowish,.....	4,066 03	738 32	2,351 63	21 62	2,491 75	10,377 03	33,666 77

Manathon,.....	429 97	2, 176 50	1, 160 36	10 00	597 96	1, 092 80	9, 840 76
Marquette,.....	310 00	725 00	447 16	438 22	612 43	1, 574 05	8, 144 38
Milwaukee, 1st District,.....	2, 019 94	1, 731 54	1, 814 77	28 50	236 50	2, 299 88	11, 689 11
Milwaukee, 2d ..do.....	10, 268 85	8, 044 82	19, 596 80	7 50	174 54	.....	41, 077 87
Monroe,.....	1, 696 87	380 21	1, 710 55	38 85	441 84	8, 818 16	21, 291 35
Oconto,.....	636 29	495 56	290 65	.....	108 90	1, 297 81	8, 471 00
Ontario,.....	1, 948 86	468 94	2, 654 09	15 00	51 45	2, 091 18	15, 458 76
Osaukee,.....	8, 168 09	2, 749 16	2, 781 16	12 58	420 91	2, 828 88	16, 877 34
Pepin,.....	437 00	291 38	.....	.....	.....	.....	8, 031 88
Pierce,.....	619 14	269 04	555 24	34 50	402 06	8, 175 44	11, 791 88
Polk,.....	.....	.....	.....	.....	.....	.....	.....
Portage,.....	1, 316 61	457 42	695 39	21 26	747 95	2, 559 60	13, 774 61
Racine,.....	3, 681 45	1, 502 01	1, 987 09	630 40	4, 020 41	1, 475 90	27, 951 21
Richland,.....	2, 384 07	1, 101 27	961 31	21 28	1, 489 12	2, 515 88	18, 592 18
Rock, 1st District,.....	1, 143 31	874 30	1, 669 65	.....	589 88	1, 847 85	9, 795 24
Rock, 2d ..do	2, 873 39	550 86	5, 375 87	274 25	1, 226 76	4, 476 39	31, 992 52
St. Croix,.....	.....	.....	.....	.....	.....	.....	.....
Sank,.....	3, 498 92	2, 029 30	2, 558 52	72 25	2, 741 14	.....	25, 204 26
Shawano,.....	259 75	79 27	90 43	.....	42 00	.....	1, 873 92
Sheboygan,.....	4, 817 08	5, 778 61	2, 069 34	33 12	3, 919 36	3, 791 18	30, 165 80
Trempealeau,.....	588 41	100 00	246 11	23 00	818 89	2, 288 62	9, 313 12
Vernon,.....	2, 020 93	359 35	987 88	50 33	742 16	2, 891 81	15, 738 84
Walworth,.....	4, 570 87	1, 839 00	2, 118 68	368 55	1, 734 44	2, 998 25	35, 253 13
Washington,.....	5, 119 70	2, 455 88	3, 650 65	8 50	1, 279 59	2, 247 96	20, 680 50
Waukesha,.....	4, 796 99	696 23	2, 095 24	131 55	784 82	3, 669 80	31, 846 83
Waupaca,.....	1, 701 78	677 08	1, 622 48	21 00	766 91	2, 685 17	16, 569 82
Waushara,.....	1, 448 33	293 39	956 86	102 36	461 97	1, 888 54	13, 309 43
Winnebago,.....	4, 874 44	2, 465 94	4, 598 03	125 13	187 84	5, 012 31	45, 604 84
Wood,.....	207 18	.....	76 36	5 00	1, 901 70	86 30	6, 071 27
Total,.....	\$184, 148 87	\$61, 804 04	\$108, 775 44	\$5, 205 09	\$47, 692 64	\$122, 845 72	1, 054, 101 33

TABLE NO. 5.

FINANCIAL STATISTICS.

MONEYS EXPENDED.

COUNTIES.	Building and repairing.	Fuel and incidental expenses.	Services of male teachers.	Services of female teachers.	Apparatus, etc.	Library, etc.
Adams,	\$478 57	\$428 93	\$315 50	\$4,347 41	60	\$5 80
Ashland, .....	.....	2 62	120 00	.....	.....	.....
Brown,	1,846 50	1,006 68	3,420 05	7,548 90	11 00	.....
Buffalo,	584 60	488 18	1,572 95	2,481 08	8 00	75 00
Burnett, .....	.....	.....	.....	.....	.....	.....
Calumet,	695 58	629 48	1,146 00	4,758 18	82 45	23 67
Chippewa,	88 95	821 54	707 95	1,892 98	.....	6 06
Clark,	116 00	181 00	.....	1,282 00	25 00	.....
Columbia,	8,228 49	8,645 88	8,046 76	18,978 72	188 61	.....
Crawford,	1,185 51	978 20	2,278 00	4,788 82	20 24	78 08
Dane, 1st district,	6,888 90	2,642 88	4,469 98	10,890 25	37 92	.....
Dane, 2d district,	2,516 67	4,925 78	3,882 85	16,804 82	6 50	12 50
Dodge, 1st district, .....	.....	.....	.....	.....	.....	.....
Dodge, 2d district,	1,580 88	8,818 88	809 50	14,165 22	61 45	17 68

Deer,.....	70 00	383 44	588 50	1, 851 71	25 00	4 50
Douglas,.....	106 76	99 78	181 83	566 00	10 00	.....
Dunn,.....	698 50	440 82	415 00	4, 253 00	78 94	.....
Des Champs,.....	2, 002 59	540 27	1, 387 02	8, 565 24	180 22	1 75
Fond du Lac,.....	6, 285 78	5, 784 84	7, 860 98	28, 647 06	168 00	174 08
Grant,.....	4, 825 39	8, 878 12	7, 263 00	21, 015 77	49 50	.....
Green,.....	2, 597 80	3, 221 85	5, 548 72	12, 088 63	92 00	.....
Green Lake,.....	2, 006 80	1, 818 79	4, 049 89	8, 882 25	32 35	.....
Iowa,.....	2, 915 66	2, 291 65	4, 647 70	12, 986 82	183 30	2 35
Jackson,.....	654 17	462 28	1, 420 48	4, 608 95	357 00	.....
Jefferson,.....	3, 249 27	3, 174 16	5, 562 87	16, 062 43	161 40	2 75
Juneau,.....	1, 351 41	1, 159 76	2, 310 82	6, 442 27	10 00	5 00
Kenocho,.....	483 21	2, 448 74	4, 166 53	10, 057 82	12 78	.....
Keweenaw,.....	1, 127 71	218 87	1, 444 00	2, 490 50	.....	.....
La Crosse,.....	829 70	932 20	4, 099 00	7, 590 00	87 50	15 00
La Fayette,.....	2, 065 15	2, 423 86	5, 042 10	8, 591 22	85 25	.....
La Pointe,.....	4 50	9 06	.....	396 00	.....	.....
Manitowoc,.....	1, 060 48	1, 155 26	7, 301 44	11, 280 06	184 54	28 08
Marathon,.....	841 16	586 19	2, 539 00	1, 708 08	42 77	23 80
Marquette,.....	1, 100 14	551 07	821 61	425 91	862 81	1, 044 81
Milwaukee, 1st dist.,.....	326 11	1, 378 93	2, 012 85	6, 127 41	8 00	8 57
Milwaukee, 2d dist.,.....	2, 199 11	5, 281 26	12, 158 92	26, 684 18	1, 045 74	5 05
Monroe,.....	2, 176 25	1, 565 45	2, 856 25	8, 516 78	11 00	.....
Oconto,.....	1, 424 16	251 55	574 81	3, 752 72	52 00	.....
Outagamie,.....	548 92	984 43	1, 973 62	8, 904 00	112 95	32 00
Ozaukee,.....	819 88	840 14	7, 260 05	4, 086 00	227 77	77 00
Pepin,.....	205 00	1, 081 05	224 02	114 74	.....	272 15
Pierce,.....	1, 121 94	1, 205 71	1, 669 00	5, 156 23	39 50	20 00
Polk,.....	.....	.....	.....	.....	.....	.....
Portage,.....	769 48	576 74	1, 821 23	6, 886 90	30 85	38 20
Racine,.....	2, 252 75	8, 937 41	3, 458 50	15, 614 68	54 82	.....
Richland,.....	694 24	910 30	3, 867 38	7, 760 33	53 63	.....
Rock, 1st dist.,.....	1, 063 43	946 52	1, 123 15	4, 585 69	.....	24 00
Rock, 2d dist.,.....	1, 472 89	3, 908 91	5, 115 35	14, 509 94	86 51	38 87
St. Croix,.....	.....	.....	.....	.....	.....	.....
Sauk,.....	1, 837 50	1, 865 46	3, 762 16	16, 317 69	79 76	15 00
Shawano,.....	43 50	111 00	.....	965 19	7 00	.....

TABLE No. 5.—FINANCIAL STATISTICS, MONEYS EXPENDED.

COUNTIES.	Building and repairing.	Fuel and incidental expenses.	Services of male teachers.	Services of female teachers.	Apparatus, etc.	Library, etc.
Sheboygan,	1,989 90	1,640 19	6,146 08	12,845 51	70 12	1 90
Trempealeau,	826 02	616 46	1,088 25	4,626 06	82 60	25 00
Vernon,	1,200 88	743 34	8,086 54	8,845 81	136 00	.....
Walworth,	1,573 45	8,866 59	7,444 71	16,709 48	18 82	5 00
Washington,	782 40	1,384 34	7,594 89	7,716 89	6 18	10 00
Waukesha,	1,567 04	8,007 61	6,902 50	16,219 94	27 00	16 00
Waupaca,	1,021 79	805 60	1,928 18	7,212 61	57 25	.....
Wausara,	572 04	680 27	852 48	6,818 46	.....	.....
Winnebago,	6,979 11	8,981 66	6,727 58	16,281 98	68 17	.....
Wood,	148 50	202 86	1,595 10	2,258 93	20 00	.....
Total,	\$86,420 05	\$91,968 98	\$180,614 89	\$471,257 50	\$4,525 60	\$2,111 00

TABLE NO. 5.—FINANCIAL STATISTICS, ETC.

COUNTIES.	Old indebtedness.	School furniture.	Registers, records, etc.	For all other purposes.	Money on hand August 31st, 1865.	Total amounts expended during the year and remaining on hand Aug. 31, 1865.
Adams,.....	497 87	.....	8 34	451 40	1, 180 08	7, 713 50
Ashland,.....	.....	.....	.....	.....	145 10	267 72
Brown,.....	284 78	37 18	51 81	384 33	8, 385 22	17, 421 45
Buffalo,.....	464 99	2 00	1 65	25 00	1, 920 68	7, 468 98
Burnett,.....	.....	.....	.....	.....	.....	.....
Calumet,.....	318 27	27 56	20 86	284 64	2, 497 84	10, 881 01
Chippewa,.....	376 10	.....	.....	40 00	160 84	3, 564 38
Clark,.....	.....	1 00	.....	37 00	27 00	1, 569 00
Columbia,.....	1, 088 00	117 12	32 33	1, 114 05	3, 604 78	39, 934 44
Crawford,.....	127 25	25 91	8 65	204 44	1, 927 06	11, 511 61
Dane, 1st Dist.,.....	860 03	31 09	108 25	114 08	2, 661 45	28, 184 23
Dane, 2d Dist.,.....	555 85	64 79	20 40	512 23	1, 763 52	29, 515 88
Dodge, 1st Dist.,.....	.....	.....	.....	.....	.....	.....
Dodge, 2d Dist.,.....	888 92	96 78	32 63	261 11	2, 788 56	29, 295 56
Door,.....	437 84	24 85	10 00	147 67	1, 905 08	5, 215 54
Douglas,.....	.....	.....	.....	.....	101 70	1, 140 01
Dunn,.....	24 00	.....	32 00	.....	.....	5, 936 76

TABLE NO. 5.—FINANCIAL STATISTICS, MONIES EXPENDED, ETC.—concluded.

COUNTIES.	Old indebtedness.	School furniture.	Registers, records, etc.	For all other purposes.	Money on hand August 31, 1865.	Total amounts expended during the year and remaining on hand Aug. 31, 1865.
Bau Claire.....	831 64	275 01	10 00	165 91	5,765 20	8,918 65
Fond du Lac.....	1,782 05	1,015 87	141 28	1,227 17	5,765 20	58,641 16
Grant.....	1,077 92	1,172 25	45 75	484 47	6,049 89	44,829 57
Green.....	338 64	13 75	71 14	592 45	1,160 76	25,646 78
Green Lake.....	445 26	188 92	17 70	3,272 41	2,583 80	22,748 17
Iowa.....	694 85	486 28	280 62	580 51	3,861 17	28,860 26
Jackson.....	308 49	70 00	4 35	74 50	2,436 08	10,401 80
Jefferson.....	1,875 54	528 10	96 11	594 76	4,004 74	38,806 68
Juneau.....	428 84	285 92	9 95	260 04	8,425 14	16,688 65
Kanocha.....	453 27	15 75	27 42	383 25	1,267 62	19,335 94
Kewaunee.....	28 55	7 08	2 50	72 48	658 19	6,042 78
La Crosse.....	158 00	20 45	20 55	578 70	1,202 84	15,478 94
La Fayette.....	1,781 00	167 10	88 44	172 05	8,070 09	28,836 26
La Pointe.....	.....	.....	.....	11 65	307 81	728 01
Manitowish.....	1,270 24	286 48	84 05	1,494 69	12,621 45	30,666 77
Marathon.....	467 75	140 40	75 25	127 00	1,782 44	8,338 84
Marquette.....	810 00	669 12	597 18	468 19	2,311 92	8,647 51
Milwaukee, 1st Dist.,.....	552 48	17 58	7 86	79 46	1,174 86	11,689 11

Milwaukee, 2d Dist.,.....	77 98	.....	176 85	2, 455 35	.....	49, 994 44
Monroe,.....	422 00	79 48	12 20	764 44	4, 871 91	21, 354 76
Oconto,.....	212 12	.....	160 00	196 70	1, 856 90	8, 471 00
Ontonagon,.....	469 23	46 22	38 67	155 61	1, 777 80	15, 102 95
Oneauke,.....	385 91	56 52	110 78	190 24	3, 195 65	17, 229 89
Peplin,.....	435 10	292 45	.....	.....	2, 634 51	2, 634 51
Pierce,.....	189 06	35 27	2 50	14 50	2, 888 17	11, 701 88
Polk,.....	.....	.....	.....	.....	.....	.....
Portage,.....	592 90	64 50	18 46	76 63	1, 617 78	12, 487 72
Racine,.....	172 02	74 56	7 81	899 16	1, 989 57	27, 951 21
Richland,.....	451 10	37 65	14 85	218 80	3, 675 64	17, 697 92
Rock, 1st Dist.,.....	91 68	47 80	2 60	90 78	1, 889 64	9, 795 24
Rock, 2d Dist.,.....	1, 549 69	58 71	62 76	628 62	4, 777 26	82, 204 01
St. Croix,.....	.....	.....	.....	.....	.....	.....
St. Croix,.....	907 98	62 32	44 15	916 88	.....	25, 798 90
St. Croix,.....	76 00	.....	5 10	.....	.....	1, 208 79
Shawano,.....	.....	.....	.....	.....	.....	.....
Sheboygan,.....	1, 053 26	189 50	30 92	3, 808 03	2, 690 44	30, 165 80
Trempealeau,.....	244 28	5 10	10 90	89 96	1, 818 24	9, 432 86
Vernon,.....	630 85	101 85	15 06	181 48	1, 841 59	15, 38 84
Walworth,.....	668 25	67 66	37 05	790 21	3, 653 58	84, 79 80
Washington,.....	292 00	30 40	80 94	136 98	3, 351 3	21, 286 45
Waukesha,.....	1, 231 02	202 85	85 25	684 31	2, 817 20	32, 710 72
Waupaca,.....	661 84	84 43	21 04	455 85	4, 376 78	16, 569 82
Wausau,.....	849 73	9 06	88 75	148 87	1, 915 67	11, 385 28
Winnebago,.....	1, 264 70	806 06	194 96	708 18	2, 588 66	39, 586 06
Wood,.....	146 75	23 00	5 00	51 00	165 97	4, 617 11
Total,.....	\$30, 146 32	\$6, 992 54	\$2, 923 42	\$27, 261 60	\$180, 441 35	\$1, 048, 664 20

TABLE No. 6.
LIBRARIES AND TEXT BOOKS.

COUNTIES.	DIST. LIBRARIES.		TEXT BOOKS MOST USED IN THE SCHOOLS.					Grammars.
	No. of vols added during the year.	Whole No. of volumes in Library.	Spellers.	Readers.	Mental Arithmetic.	Written Arithmetic.	Geographies.	
Adams.....	.....	11	Sanders, .. McGuffey, .. ...do.....	Sanders, .. McGuffey, .. ...do.....	Ray,	Ray,	Monteith & McNally, Monteith,	Clark.
Ashland.....	.....	209	National, .. Sanders, .. McGuffey, .. ...do.....	National, .. Sanders, .. McGuffey, .. ...do.....	Ray,	Ray,	Cornell,	Pinneo.
Brown.....	22	72	.....	.....	Davies,	Davies,	McNally,	Clark.
Buffalo.....	6	397	.....	.....	...do.....	Thompson	Cornell,	Clark.
Calumet.....	.....	.....	.....	.....	...do.....	Davies,	McNally,	Clark.
Chippewa.....	.....	.....	.....	.....	...do.....	Thompson	Monteith & McNally, Cornell,	Clark.
Clark.....	.....	1,040	.....	.....	Thompson, ..	Thompson	Cornell,	Clark.
Columbia.....	.....	57	.....	.....	Ray,	Ray,	Monteith & Mitchell, Cornell,	Clark.
Crawford.....	9	507	.....	.....	.....	Thompson	McNally,	Clark.
1st Dist. Dane..	31	601	.....	.....	Ray,	Ray,	Cornell,	Clark.
2d Dist. ..do...	19	1,111	.....	.....	Thompson, ..	...do.....	Monteith & McNally, Cornell,	Clark.
1st Dist. Dodge,	14	1,362	.....	.....	Ray, .....	...do.....	Cornell,	Pinneo.
2d Dist. ..do...	.....	12	McGuffey, .. ...do.....	McGuffey, .. ...do.....	Ray, .....	...do.....	Mitchell,	Pinneo.
Door.....	.....	3	.....	.....	Thompson, ..	Thompson	Cornell,	Clark.
Douglas.....	.....	96	Sanders, .. ...do.....	Sanders, .. ...do.....	Davies, .....	...do.....	...do.....	Wells.
Dane.....	.....	1,178	McGuffey, .. ...do.....	McGuffey, .. ...do.....	Ray,	Ray,	McNally,	Pinneo.
East Claire.....	27	1	.....	.....	.....	.....	.....	.....
Fond du Lac.....	.....	.....	.....	.....	.....	.....	.....	.....
Grant.....	.....	.....	.....	.....	.....	.....	.....	.....

Green,.....	566	McGuifey,.....	Ray,.....	Ray,.....	Cornell,.....	Pinneo.
Green Lake,....	561	Sanders,.....	.....	Thompson	.....do.....	Clark.
Iowa,.....	550	McGuifey,.....	Ray,.....	Ray,.....	Monteith & McNally,	Clark.
Jackson,.....	20	Sanders,.....	Thompson,....	.....do.....	.....do.....	Clark.
Jefferson,.....	855	.....do.....	.....	.....	Cornell,.....	Pinneo.
Juneau,.....	188	McGuifey,.....	Ray,.....	Ray,.....	Monteith,.....	Clark.
Kenosha,.....	1, 148	National,.....	Davies,.....	Davies,....	McNally,.....	Smith.
Kewaunee,.....	.....	Sanders,.....	Ray,.....	Ray,.....	Cornell,.....	Clark.
La Crosse,.....	94	McGuifey,.....	.....do.....	.....do.....	Monteith & McNally,	Pinneo.
La Fayette,....	512	.....do.....	.....do.....	.....do.....	Monteith,.....	Wells.
La Pointe,.....	.....	Sanders,.....	Robinson,....	Robinson,	Nitchell,.....	Pinneo.
Manitowoc,....	16	.....do.....	Ray,.....	Ray,.....	Monteith,.....	Clark.
Marathon,.....	97	.....do.....	Davies,.....	.....do.....	McNally,.....	Clark.
Marquette,....	282	.....do.....	Robinson,....	Ray,.....	Cornell,.....	Pinneo.
1st Dist. Mill, ..	1, 089	McGuifey,.....	Ray,.....	.....do.....	Monteith & Cornell,...	Green.
2d "do.....	114	.....do.....	Robinson,....	.....do.....	Warren,.....	Pinneo.
Monroe,.....	.....	Sanders,.....	Ray,.....	.....do.....	Monteith & McNally,	Clark.
Oconto,.....	.....	McGuifey,.....	.....do.....	.....do.....	Cornell,.....	Pinneo.
Outagamie,....	2	.....do.....	.....do.....	.....do.....	Monteith & McNally,	Clark.
Ozaukee,.....	86	McGuifey,.....	.....do.....	Davies,....	.....do.....	Clark.
Pepin,.....	.....	Sanders,.....	Thompson,....	Ray,.....	.....do.....	Kenyon.
Pierce,.....	.....	.....do.....	Robinson,....	Robinson,	.....do.....	Clark.
Polk,.....	.....	National,....	Davies,.....	Davies,....	McNally,.....	Clark.
Portage,.....	32	Sanders,....	Ray,.....	Ray,.....	.....do.....	Clark.
Racine,.....	10	.....do.....	Davies,.....	Davies,....	Monteith,.....	Clark.
Richland,.....	57	McGuifey,.....	Ray,.....	Ray,.....	McNally,.....	Clark.
1st Dist. Rock ..	5	Sanders & McGuifey,	.....do.....	.....do.....	Cornell,.....	Pinneo.
2nd " Rock,....	12	McGuifey,.....	.....do.....	.....do.....	.....do.....	Clark.
St. Croix,.....	.....	Sanders,.....	Davies,.....	Davies,....	Colton & Fitch,.....	Wells.
Sauk,.....	13	.....do.....	.....do.....	.....do.....	McNally,.....	Clark.
Shavano,.....	.....	.....do.....	.....do.....	do	Mitchell,.....	Clark.
Sheboygan,....	4	.....do.....	.....do.....	do	Monteith & McNally,	Clark.
Trempealeau,...	16	National,....	.....do.....	do	.....do.....	Clark.
Vernon,.....	8	McGuifey,.....	Ray,.....	Ray,.....	Mitchell,.....	Pinneo.
Walworth,.....	12	Sanders,.....	Thompson,....	Thompson	Cornell,.....	Clark.
Washington,....	20	.....do.....	Davies,.....	Ray,.....	Monteith & McNally,	Clark.
Waukesha,.....	702	.....do.....	Thompson,....	Thompson	Cornell,.....	Clark.

TABLE NO. 6.—LIBRARIES AND TEXT BOOKS—concluded.

COUNTIES.	DIST. LIBRARIES.		TEXT BOOKS MOST USED IN THE SCHOOLS.				
	No. of vols. added during the year.	Whole No. of volumes in library.	Spellers.	Readers.	Mental Arithmetic.	Written Arithmetic.	Geographies.
Waupaca,.....	1	64	.....do..... .....do..... McGuffey,	.....do..... .....do..... McGuffey,	.....do..... .....do..... Ray & Davies,	.....do..... Ray,..... Davies,...	.....do..... McNally,..... Monteith & McNally,
Waushara,.....	.....	887	.....do..... McGuffey,	.....do..... McGuffey,	.....do..... Ray & Davies,	.....do..... Ray,.....	.....do..... Monteith & McNally,
Winnebago,.....	70	83	.....do..... McGuffey,	.....do..... McGuffey,	.....do..... Ray & Davies,	.....do..... Ray,.....	.....do..... Monteith & McNally,
Wood,.....	.....	.....	.....do..... McGuffey,	.....do..... McGuffey,	.....do..... Ray & Davies,	.....do..... Ray,.....	.....do..... Monteith & McNally,
Totals,.....	482	26,753	Sanders',	Sanders,	Ray,	Ray,	Cornell,
							Clark.

TABLE NO. 7.
TEACHERS' CERTIFICATES:

COUNTIES.	MALE.			FEMALE.		
	1st Grade.	2d Grade.	3d Grade.	1st Grade.	2d Grade.	3d Grade.
Adams,.....		1	9		3	77
Ashland,.....			1			
Brown,.....		1	12		1	57
Buffalo,.....		1	14			36
Calumet,.....			12			72
Clark,.....						14
Chippewa,.....			5			25
Columbia,.....			40	1	1	185
Crawford,.....			19			78
Dane, 1st dist.,.....			27		1	140
Dane, 2d dist.,.....	1		25	1	1	179
Dodge, 1st dist.,.....	1		19			80
Dodge, 2d dist.,.....	1	4	38	4	6	127
Door,.....			2			27
Douglas,.....		2				2
Dunn,.....	1		9			84
Man Claire,.....	1		7	2		30
Fond du Lac,.....	2	3	29	1	22	166
Grant,.....			56	1	4	266
Green,.....	2	2	38		5	144
Green Lake,.....		2	28	1		93
Iowa,.....			24		2	132
Jackson,.....			8			46
Jefferson,.....	1	5	24		2	156
Juneau,.....		3	20		7	108
Kenosha,.....		1	10		5	67
Kewaunee,.....			9			32
La Crosse,.....		3	24			73
La Fayette,.....	3	2	20	3	3	133
La Pointe,.....	2					
Manitowoc,.....			32			78
Marathon,.....	1	1	3			9
Marquette,.....			17			89
Milwaukee, 1st dist.,.....	1	1	8	2	2	56
Milwaukee, 2d dist.,.....	1	4	19			11
Monroe,.....		1	16			126
Oconto,.....		1			3	12
Outagamie,.....			8		2	81
Ozaukee,.....	1	1	38			30
Pepin,.....			9			37
Pierce,.....			2		2	73
Polk,.....			1		2	15
Portage,.....	1	1		1	5	58
Racine,.....	2		9	1	4	82

TABLE NO. 7—TEACHERS' CERTIFICATES—concluded.

COUNTIES.	MALE.			FEMALE.		
	1st Grade.	2d Grade.	3d Grade.	1st Grade.	2d Grade.	3d Grade.
Richland,.....	1	.....	41	.....	1	95
Rock, 1st district,.....	.....	.....	22	.....	4	114
Rock, 2d district,.....	1	2	19	2	9	98
St. Croix,.....	.....	.....	4	1	4	51
Sauk,.....	.....	.....	18	.....	2	159
Shawano,.....	.....	.....	.....	.....	.....	18
Sheboygan,.....	.....	.....	18	.....	.....	76
Trempealeau,.....	1	.....	5	.....	.....	41
Vernon,.....	.....	.....	31	.....	.....	101
Walworth,.....	.....	1	84	1	5	160
Washington,.....	.....	7	41	.....	.....	84
Waukesha,.....	2	4	80	1	7	185
Waupaca,.....	3	1	16	.....	6	84
Wausara,.....	.....	1	8	.....	1	91
Winnebago,.....	8	6	19	.....	8	136
Wood,.....	1	2	8	.....	1	24
Totals,	36	64	1,990	28	131	4,838
Total first grade,.....						89
Total second grade,.....						195
Total third grade,.....						6,822
Total all grades,.....						7,082

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Dunn,.....	67
Eau Claire,.....	68
Fond du Lac,.....	69
Grant,.....	70
Iowa,.....	73
Jefferson,.....	75
Juneau,.....	76
Kenosha,.....	78
Kewaunee,.....	80
Manitowoc,.....	81
Marquette,.....	81
Milwaukee, 1st district,.....	83
Monroe,.....	88
Ozaukee,.....	84
Pepin,.....	85
Pierce,.....	87
Polk,.....	88
Portage,.....	89
Rock, 2d district,.....	91
St. Croix,.....	92

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ANNUAL REPORT

OF THE

Compliments of

JOHN G. McMYNN,

Superintendent of Public Instruction.

— — — — — JOURNAL OFFICE, MADISON, IOWA

JOHN G. McMYNN,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS :

ATWOOD & RUBLEE, STATE PRINTERS, JOURNAL OFFICE.

1867.

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ANNUAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

STATE OF WISCONSIN,

FOR THE YEAR ENDING AUGUST 31, 1866.

JOHN G. McMYNN,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS :

ATWOOD & RUBLEE, STATE PRINTERS, JOURNAL OFFICE.

1867.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,

MADISON, December 10, 1866.

To His Excellency, LUCIUS FAIRCHILD,

Governor of Wisconsin :

SIR: I have the honor to transmit herewith the Nineteenth Annual Report from
this Department.

I am Sir, very respectfully,

Your Obedient Servant,

JNO. G. McMYNN,

Superintendent of Public Instruction.

REPORT.

To the Legislature :

GENTLEMEN : In conformity with section 67 of the laws relating to common schools, I have the honor to submit the Nineteenth Annual Report of the Department of Public Instruction.

The following statement, compiled from the official reports for the past two years, exhibits the more important facts relating to the Public Schools of the state, and shows at a glance the progress made during the year, ending August 31, 1866 :

Whole number of school districts in 1866,	3,848
do do do 1865,	3,806
Increase in 1866,	<u>42</u>
Whole number of districts reported in 1866,	3,647
do do do 1865,	3,685
Decrease in 1866,	<u>38</u>
Number of parts of districts in 1866,	1,740
do do do 1865,	1,738
Increase in 1866,	<u>2</u>
Number of parts of districts reported in 1866,	1,656
do do do 1865,	1,678
Decrease in 1866,	<u>22</u>
Whole number of children over 4 and under 20 years of age in 1866,	352,004
do do do do 1865,	339,024
Increase in 1866,	<u>12,980</u>
Whole number attending school in 1866,	234,265
do do do 1865,	223,087
Increase in 1866,	<u>11,178</u>

Total number of days attendance in 1866,	15,637,529
do do do 1865,	14,681,167
Increase in 1866,	<u>956,362</u>
Per centum of number registered drawing public money in 1866,	.665
do do do do do 1865,	.658
Increase in 1866,	<u>.007</u>
Whole number of schools reported in 1866,	4,612
do do do 1865,	4,579
Increase in 1866,	<u>33</u>
Average number of days schools were taught in 1866,	128
do do do do do 1865,	134
Decrease in 1866,	<u>6</u>
Per centum of average number attending of whole number registered in 1866,	.521
do do do do do 1865,	.490
Increase in 1866,	<u>.031</u>
Per centum of average number attending of whole number drawing public money in 1866,	.346
Per centum of average number attending of whole number drawing public money in 1865,	.323
Increase in 1866,	<u>.023</u>
Average cost of tuition per day, including all expenses, in 1866,	7.6 cts.
do do do do do 1865,	7.2 cts.
Increase in 1866,	<u>0.4 cts.</u>
Average cost of tuition per month (of 22 days) in 1866,	\$1,672
do do do do do 1865,	1,584
Increase in 1866,	<u>\$88</u>
Average cost for each scholar registered in 1866,	\$5 08
do do do do do 1865,	4 73
Increase in 1866,	<u>35</u>
Average amount expended for each person over 4 and under 20 years of age in 1866,	\$3 38
Average amount expended for each person over 4 and under 20 years of age in 1865,	3 11
Increase in 1866,	<u>27</u>
Whole number of teachers in 1866,	7,879
do do 1865,	7,532
Increase in 1866,	<u>347</u>

Whole number of certificates granted in 1866,	6,114
do do do 1865,	7,082
Decrease in 1866,	968
Number of certificates granted to male teachers in 1866,	1,808
do do do 1865,	2,090
Decrease in 1866,	782
Number of certificates granted to female teachers in 1866,	4,806
do do do 1865,	4,992
Decrease in 1866,	186
Average wages of male teachers in 1866,	\$38.63
do do do 1865,	36.45
Increase in 1866,	\$2.18
Average wages of female teachers in 1866,	\$24.05
do do do 1865,	22.24
Increase in 1866,	\$1.81
Taxes levied for teachers' wages in 1866,	\$557,368.96
do do do 1865,	338,627.76
Increase in 1866,	\$218,741.20
Taxes levied for building and repairing in 1866,	\$216,676.82
do do do 1865,	90,649.84
Increase in 1866,	\$126,026.98
Taxes levied for libraries and apparatus in 1866,	\$6,778.11
do do do 1865,	5,100.19
Increase in 1866,	\$1,677.92
Paid on old indebtedness in 1866,	\$77,068.27
do do 1865,	30,146.32
Increase in 1866,	\$46,916.95
Taxes levied by town meetings in 1866,	\$86,801.50
do do 1865,	61,804.04
Increase in 1866,	\$24,497.46
Taxes levied by boards of supervisors in 1866,	\$131,736.71
do do do 1865,	108,775.44
Increase in 1866,	\$27,961.27
Amount apportioned from income of School Fund in 1866,	\$152,560.80
do do do 1865,	151,816.34
Increase in 1866,	\$744.46

Money on hand August 31, 1866,.....	\$233,568.80
do do do 1865,.....	179,342.96
Increase August 31, 1866,.....	<u>\$54,225.84</u>
Expended for building and repairing in 1866,.....	\$174,908.97
do do do 1865,.....	86,420.05
Increase in 1866,.....	<u>\$88,488.92</u>
Expended for libraries and apparatus in 1866,.....	\$4,590.97
do do do 1865,.....	6,637.59
Decrease in 1866,.....	<u>\$2,046.62</u>
Expended for salaries of male teachers in 1866,.....	\$229,952.28
do do do 1865,.....	189,614.89
Increase in 1866,.....	<u>\$40,337.34</u>
Expended for salaries of female teachers in 1866,.....	\$416,941.85
do do do 1865,.....	471,257.50
Decrease in 1866,.....	<u>\$54,315.65</u>
Expended for school furniture, records, etc. in 1866,.....	\$12,066.31
do do do 1865,.....	9,915.96
Increase in 1866,.....	<u>\$2,150.35</u>
Whole amount expended for support of public schools in 1866,.....	\$1,075,572.93
do do do do in 1865,.....	913,222.83
Increase in 1866,.....	<u>\$162,350.10</u>

SCHOOL DISTRICTS.

While the number of districts in the state is 42 more than in 1865, the number reported is 38 less. The consolidation of districts offsets the number of new districts formed; hence the number organized during the year is probably larger than is indicated by the reports.

The town boards of supervisors very generally seek to unite districts whenever practicable, and thus to promote efficiency and economy in the management of school affairs. There are, however, instances in which the ability to employ a good teacher and to support a good school is sacrificed to the supposed advantage of residing near the school house.

In many of our villages and thickly settled towns a union of districts that would render it possible to grade the schools, would be advantageous. With primary schools conveniently located, and a central school of higher grade established, the benefits of the graded system may be made availa-

ble. Until the adoption of the "Township system of school organization," special legislation must be sought by those localities desirous of securing the benefits resulting from the method of managing schools that has been found so effective in our cities and larger villages.

ATTENDANCE.

The following table shows, (1), the total number of children in the state over four and under twenty years of age; (2), the total number having attended the public schools some portion of the year; (3), the per cent. of attendance as compared with the whole number of school age; and, (4), the average number of days schools have been taught for each year since the present school system went into operation:

YEAR.	Total number of children in the State over four and under twenty years of age.	Total number who attended school some portion of the year.	Average number in school a portion of the time, of each hundred of school age.	Average number of days schools were taught.
1849,	70,457	32,147	45	71
1850,	92,047	61,507	66	74
1851,	111,431	78,944	70	74
1852,	124,783	88,042	71	75
1853,	138,279	97,835	69	75
1854,	155,125	103,933	65	77
1855,	186,960	122,462	64	84
1856,	213,886	134,353	64	99
1857,	241,545	153,613	60	
1858,	264,077	171,885	63	122
1859,	278,871	188,477	64	121
1860,	288,984	194,357	67	136
1861,	299,133	198,443	66	132
1862,	308,056	191,366	62	109
1863,	320,965	215,163	67	120
1864,	329,906	211,119	64	120½
1865,	339,024	223,067	66	134½
1866,	352,004	234,265	66½	128

If to the number registered as attending the public schools, we add those reported as in attendance at the other schools in the state, we have at least 247,500, which is about 70 per cent. of the whole number over 4 and under 20 years of age.

The number of children less than 4 years of age, who have attended the public schools some portion of the past year, is 2,176 or 9 more than

were reported last year. This fact is creditable to neither the judgment of school officers, nor the humanity of those parents who permit their children to attend school at so early an age. The restraint and routine of the school room are not adapted to the growth of either the body or mind of a child less than six years of age. Listlessness, apathy and disgust are the certain consequences of the parental folly that denies to a child the freedom of movement required by his body, and the variety of objects demanded by his mind. That provision of our State constitution which precludes us from excluding from the public schools children under six years of age, is, in the opinion of most teachers and school officers, unwise and unfortunate.

The number over 20 years of age, attending the public schools is 1818, or 295 more than last year. The subject of evening schools is attracting attention, and deserves the consideration of Boards of Education in our cities. There are many persons so situated in our large towns, as to be unable to attend school during the day, who would gladly avail themselves of evening schools to learn reading, writing and book-keeping, were instruction provided in these important branches. To render these schools useful, and to make them successful, they should be placed in charge of the best teachers, and they should be free.

By the amendment of section 19, of chapter 155 of the General Laws of 1863, five months school is made necessary to entitle a district to share hereafter in the apportionment of the income of the school fund. The wisdom of this provision is generally conceded.

In the following statement are given, (1), the census of 1865 by counties; (2), the number of children reported over four and under twenty years of age; (3), the whole number reported as attending school, and (4), the number for each hundred of school age, who have been registered as attending the public schools some part of the past school year.

COUNTIES.	Census of 1865.	Number of persons over 4 and under 20 years of age.	Number reported as attending school some portion of the year.	Per cent. of No. attending of number of school age.
Adams,	5,698	2,187	1,911	87
Ashland,	256	187	300	1.61
Bayfield,	269	143	52	37
Brown,	15,282	6,725	3,561	53
Buffalo,	6,776	2,445	2,093	81
Burnett,	171	77	41	53
Calumet,	8,638	3,749	2,654	71
Chippewa,	3,278	1,420	880	62
Clark,	1,011	494	278	56
Columbia,	26,112	10,340	8,442	81
Crawford,	11,011	4,307	2,936	68
Dane,	50,192	20,285	13,873	68
Dodge,	46,841	16,961	11,366	67
Door,	3,088	1,162	702	60
Douglas,	532	193	185	96
Dunn,	5,170	2,041	1,482	73
Eau Claire,	5,281	1,944	1,605	83
Fond du Lac,	42,029	17,672	12,140	69
Grant,	33,618	13,884	10,026	72
Green,	20,646	8,319	7,041	85
Green Lake,	12,596	4,781	3,706	77
Iowa,	20,657	9,071	6,769	75
Jackson,	5,631	1,915	1,509	78
Jefferson,	30,597	14,374	7,456	52
Juneau,	10,013	4,180	3,319	79
Kewaunee,	7,039	3,014	1,296	43
Kenosha,	12,676	3,647	2,583	73
La Crosse,	14,834	5,400	3,499	65
La Fayette,	20,358	8,714	6,212	71
Manitowoc,	26,762	11,708	6,821	58
Marathon,	3,678	1,288	950	74
Marquette,	7,327	2,945	2,192	74
Milwaukee,	72,320	27,201	11,584	43
Monroe,	11,652	4,829	3,783	78
Oconto,	4,858	1,718	1,065	62
Outagamie,	11,842	5,329	3,733	70
Ozaukee,	14,882	6,860	3,610	53
Pepin,	3,002	1,339	1,077	71
Pierce,	6,324	2,410	2,042	85
Polk,	1,677	630	604	96

STATEMENT OF CENSUS, &c.—continued.

COUNTIES.	Census of 1865.	Number of persons over 4 and under 20 years of age.	Number reported as attending school some portion of the year.	Per cent. of No. attending of number of school age.
Portage,	8,145	3,297	2,604	79
Racine,	22,886	8,700	5,656	65
Richland,	12,186	5,824	4,325	74
Rock,	36,033	13,862	8,373	64
St. Croix,	7,255	3,228	2,511	78
Sauk,	20,154	8,336	6,318	76
Shawano,	1,369	470	286	61
Sheboygan,	27,671	11,961	7,517	63
Trempealeau,	5,199	2,197	1,465	67
Vernon,	13,644	5,798	4,058	70
Walworth,	25,773	9,646	7,380	76
Washington,	24,019	10,351	5,443	53
Waukesha,	27,029	10,598	7,856	74
Waupaca,	11,208	4,762	3,635	76
Waushara,	9,002	3,968	3,026	76
Winnebago,	29,767	12,580	7,824	62
Wood,	2,965	1,086	870	80
	868,937	352,004	234,265	67

It is obvious that the returns from Ashland county are incorrect, or that a large number comparatively, not residing in the county, have attended the public schools.

The counties showing an attendance of less than 50 per cent. are Ke-waunee, and Milwaukee; and those showing an attendance of more than 75 per cent. are Adams, Ashland, Buffalo, Columbia, Douglas, Eau Claire, Green, Green Lake, Jackson, Juneau, Monroe, Pierce, Polk, Portage, St. Croix, Sauk, Walworth, Waupaca, Waushara and Wood.

The number attending private schools, incorporated Academies, Colleges and Universities, and the number receiving instruction in the various benevolent institutions in the state, are nearly as follows:

Number reported attending private schools,	9,959
“ “ “ Academies,	1,645
“ estimated as attending Colleges and Universities,	1,200
“ in the State Reform School,	209
“ in the Soldiers' Orphans' Home,	244
“ in Institute for the Education of the Blind,	54
“ in Institute for the Deaf and Dumb,	104
“ in Orphans Asylum in Milwaukee,	150
Total,	13,565

If this number be added to the number reported as attending the public schools, we have 247,830, with a considerable number unreported, who attend denominational and other private schools. The whole number who have received instruction in the schools of the State during the past year, may be estimated at 250,000. If from the number drawing public money we deduct 20 per cent. for those too young to attend school, or having some good reason for their absence, we find 281,604 who ought to have attended school. It thus appears that there are over 31,000 children in the State whose education is entirely neglected.

If in connection with the non-attendance, we consider the irregular attendance, we discover a state of things that no good citizen can contemplate without deep concern. The regular attendance of the whole number registered in the public schools during 1866, for the average time the schools were in session, would give us 29,915,920 days attendance, but the number reported is 15,637,529 days, showing that for the 128 days, or average time the schools were open, there were in attendance, one day with another, only 52 out of each hundred registered. District boards and other school officers may, by the adoption of suitable rules and regulations for the government of the schools under their charge, do much to prevent irregularity; and county superintendents may, by requiring teachers to make monthly reports, and by creating a proper public opinion, succeed in securing a better attendance than the present year shows; still, the terrible fact that *one half of the children registered during the year are daily absent*, and that *there are at least 30,000 children in the State growing up in ignorance* admonishes us that some power more potent than any yet used must be called into requisition before the evil can be removed.

It is for the Legislature to consider whether our laws can be so modified as to afford a remedy for the great wrong society suffers from this evil. Property pays taxes to build school houses, to employ teachers and to educate all. The reason is that education protects property by preventing crime, but we waste the taxes that are paid to educate the youth of the State, and then impose another tax to punish crimes that proper culture would prevent. The direct results of irregular attendance are scarcely more deplorable than the indirect. It weakens our whole school system. It prevents those attending regularly from making progress in their studies, and it is the never failing source of disorder in schools and of discord in neighborhoods.

TEACHERS.

Of the 6,114 certificates granted during the past year, 65 were *first grade*, 151 *second grade*, and 5,898 *third grade*. The number of first grade certificates is 6 more than last year.

The teachers in most of our city schools are examined by city superintendents, and no report of the grade of certificates granted is made to this office.

The names of those who, during the year ending August 31, 1866, received the highest or *first grade* certificate, on examination in Orthœpy, Orthography, Reading, Penmanship, Intellectual and Written Arithmetic, Grammar, Geography, Physiology, Physical Geography, Algebra, History of the United States, Natural Philosophy, Geometry, and Theory and Art of Teaching, are as follows :

Names.	Counties.	Names.	Counties.
John Shevlin,.....	Brown county..	L. Marie Hinkley,....	Portage.....
E. J. Wilcox,.....	..do.....	H. W. McIntosh,.....	Racine.....
E. F. Bingham,.....	Columbia.....	Geo. D. Stevens,,...	Richland.....
Keziah C. Wright,....	..do.....	H. W. Glasier,.....	..do.....
Mrs. L. A. Bingham,..	..do.....	T. Maroney,.....	..do.....
Walter De La Matyr,...	Dane.....	F. M. White,.....	St. Croix.....
W. L. R. Haven,.....	..do.....	Mary L. Cox,.....	..do.....
Mrs. E. K. Hooker,....	..do.....	C. F. Viebahn,.....	Sauk.....
Edwin Marsh,.....	Dodge.....	Elbridge D. Jackson,...	..do.....
Chas. L. Morris,.....	..do.....	H. M. Kottinger,....	..do.....
G. B. Goldsmith,.....	..do.....	Stephen Littlefield,...	Sheboygan.....
H. A. Wentz,.....	Dunn.....	Wm. O. Butler,.....	..do.....
Martha Kidder,.....	Eau Claire,....	Eliza Graus,.....	..do.....
Elizabeth Denison,....	..do.....	D. W. Gilfillan,.....	Trempealeau....
Emelie M. Gleason,....	Fond du Lac....	Gilbert Shepard,....	..do.....
Annett Wilson,.....	Grant.....	Warren D. Parker,...	Walworth.....
P. H. Philbrick,.....	..do.....	O. R. Smith,.....	..do.....
Conrad Matter,.....	Green.....	A. J. Cheney,.....	..do.....
H. W. Lander,.....	Green Lake,...	Lucy J. E. Foote,....	..do.....
H. C. Wood,.....	Juneau.....	R. E. Coughlin,....	Washington....
J. R. Adrian,.....	..do.....	Henry McBride,....	Waukesha.....
Lucius O. Lee,.....	Kenosha.....	Chas. A. Wood,.....	..do.....
William Abern,.....	La Fayette....	Duncan McGregor,...	Waupaca.....
Jas. H. Trowbridge,...	..do.....	T. R. Earle,.....	..do.....
Peter Conlan,.....	Milwaukee....	Catherine P. Ashman,	..do.....
J. B. Fairchild,.....	Oconto.....	G. W. Packard,.....	..do.....
D. J. Higgins,.....	Pierce.....	Eliza Bishop,.....	..do.....
Dora Morrison,.....	Portage.....	W. Daggett,.....	Winnebago....
Laura V. Alban,.....	..do.....	Sam'l Shaw,.....	..do.....
John Megran,.....	..do.....	W. R. Manning,....	..do.....
Sarah Megran,.....	..do.....	E. S. Welch,.....	..do.....
Letty Megran,.....	..do.....		

Ladies,..... 17
Gentlemen,..... 46

Total,..... 63

TEACHERS' WAGES.

The following table shows (1) the monthly wages of male teachers, (2) the monthly wages of female teachers, and (3) the ratio of the wages of female to the wages of male teachers, for the past eighteen years.

Year.	Male.	Female.	Ratio per cent.
1849.....	\$15 22	\$6 92	45
1850.....	17 14	8 97	52
1851.....	17 15	8 35	43
1852.....	15 83	8 64	54
1853.....	18 17	9 94	50
1854.....	18 75	11 00	60
1855.....	23 10	12 08	52.
1856.....	25 38	13 80	54
1857.....	24 60	15 16	62
1858.....	27 02	14 92	55
1859.....	22 93	14 29	63
1860.....	24 20	15 30	63
1861.....	23 01	14 62	63
1862.....	25 82	15 82	61
1863.....	27 11	16 81	62
1864.....	32 39	19 43	60
1865.....	36 45	22 24	61
1866.....	38 63	24 05	62

There is a demand in all parts of the state for teachers who have had the advantages of professional training. Persons qualified to teach are well paid as soon as their fitness becomes known. A necessity, however, exists for permitting those of very limited attainments to teach. Otherwise hundreds of schools would be without teachers. The cause of this is found in the fact, that no facilities for obtaining the training necessary for a teacher have, until recently, existed in our state. The Normal Department of the University and the Normal School at Platteville are doing a small part of much that we hope, ere long, to see accomplished.

The salaries paid in some of the cities of the state, to the principals of high schools, are as follows :

Beloit.....	\$1,600
Fond du Lac.....	1,600
Janesville.....	1,500
Kenosha.....	1,200
Madison.....	1,500
Milwaukee.....	1,200
Oshkosh.....	1,500
Racine.....	1,800
Sheboygan.....	1,200

In many of our villages, teachers, fitted to take charge of graded schools, receive from \$800 to \$1000 per annum. In some of the country districts there is too little importance attached to attainments, tact and experi-

ence, by those who employ teachers; and cheapness is often more carefully considered than qualification. The economy that sacrifices the school for a few dollars, is ill-advised, and the injustice that demands ability, learning and character in a teacher and yet refuses a liberal compensation for them, merits the severest reprobation.

It is, however, proper to remark that some of the best schools in the state may be found in obscure villages or rural districts—schools that in order, discipline and attainments surpass others better known and better appreciated.

SCHOOL TAXES.

The amounts *received* and *expended* for support of public schools, for the year ending August 31, 1866, as compiled from the reports of county superintendents, are as follows :

	Receipts.	Disbursements.
Taxes for building and repairing,.....	\$216,678 82	.....
Taxes for teachers' wages,.....	557,368 96	.....
Taxes for apparatus and libraries,.....	6,778 11	.....
Taxes levied by town meetings,.....	86,301 50	.....
Taxes levied by boards of supervisors,.....	131,736 71	.....
Income of the School Fund,.....	143,183 61	.....
From all other sources,.....	113,457 21	.....
For building and repairing,.....	.....	\$174,903 97
For apparatus and libraries,.....	.....	4,590 97
For services of male teachers,.....	.....	229,952 23
For services of female teachers,.....	.....	416,941 85
For old indebtedness,.....	.....	77,063 27
For furniture, registers and records,.....	.....	12,066 81
For all other purposes,.....	.....	160,054 35
Money on hand August 31, 1865,.....	\$1,255,502 92	\$1,075,572 95
Money on hand August 31, 1866,.....	179,342 96	.....
		233,568 80
Error in reports—balance,.....	.....	\$1,309,141 75
		125,704 13
	\$1,434,845 88	\$1,434,845 88

The reports from the county superintendents of Burnett, Columbia, Juneau and Kenosha counties, and the first district of Milwaukee county, were balanced.

There is general complaint in the reports of county superintendents in regard to the defective and, in many cases, utterly unintelligible, returns *made by town clerks* respecting the financial condition of the school dis-

tricts of their respective towns. Town clerks complain, and with good reason, of the financial statements furnished to them by district clerks. Unless some means can be devised to ensure more correct reports from school districts, we can scarcely hope that our educational statistics will be more than approximations to the facts, upon a knowledge of which the intelligent and efficient management of our school affairs depends. There is needed a simple and uniform method of keeping school accounts, and this can best be secured by furnishing to each district a register for the school, and record books for the clerk and treasurer, with such instructions as will tend to secure greater accuracy in the keeping of accounts and making reports. The matter is respectfully referred to the Legislature for consideration.

The following statement shows (1) the aggregate valuation of property in the state, from 1854 to 1865 inclusive, (2) the amount raised by tax for the support of public schools, and (3) the tax upon a dollar :

Year.	Aggregate valuation.	Amount raised for pub. schools.	Mills on a dollar.
1854.....	\$64,285,714	\$142,367 02	2.20
1855.....	87,500,000	90,192 57	1.03
1856.....	150,000,000	72,604 88	0.50
1857.....	150,000,000	128,161 04	0.85
1858.....	175,000,000	147,919 56	0.84
1859.....	168,620,233	454,261 42	2.69
1860.....	184,062,536	402,765 23	2.19
1861.....	180,984,354	723,130 25	4.00
1862.....	182,507,222	679,798 94	3.72
1863.....	153,071,773	821,859 78	5.36
1864.....	152,652,752	908,152 04	5.94
1865.....	156,416,297	1,112,319 31	7.11

The reports of amounts raised by tax for the support of public schools previous to 1860 are not reliable.

COST OF INSTRUCTION.

The following statement shows (1) the average tax levied for school purposes for the number of persons drawing public money, (2) the amount expended for each person of school age, including the income of the School Fund, and (3) the amount expended for each scholar in attendance at the public schools for each year since 1849 :

Year.	Average tax per scholar for school purposes.	Am't expended for each scholar of school age.	Am't expended per scholar in attendance.
1849.....	\$1 08	.....	.....
1850.....	1 23	\$1 31	\$1 95
1851.....	1 55	2 05	2 93
1852.....	1 34	1 82	2 56
1853.....	1 25	1 70	2 46
1854.....	1 96	2 68	4 12
1855.....	1 79	2 59	3 98
1856.....	2 13	2 88	4 42
1857.....	2 33	2 99	4 98
1858.....	2 29	3 04	4 82
1859.....	2 33	2 97	4 64
1860.....	2 36	3 00	4 48
1861.....	2 42	2 74	4 31
1862.....	2 31	2 81	4 40
1863.....	2 11	2 55	3 80
1864.....	2 49	2 96	4 62
1865.....	2 65	3 11	4 73
1866.....	2 93	3 38	5 08

SCHOOL HOUSES.

The number of public school houses is 118 more than last year, being 4,456. Of these 410 are built of brick or stone. The number of pupils that can be accommodated is 247,950. The number of buildings reported with outhouses in good condition is 1,626; 629 are without blackboards, and 3,736 are not furnished with outline maps.

The cash value of school houses is.....\$1,763,916 67
The cash value of sites is..... 277,727 30

Total value of school houses and sites,.....\$2,041,643 97

The cities and towns of the state having school houses, valued each at \$10,000 or more, are as follows : Beloit, Delavan, Fond du Lac, Horicon, Janesville, Kenosha, Madison, Milwaukee, Mineral Point, Platteville, Racine and Watertown.

During the past year there has been expended for building and repairing, the sum of \$174,903.04, a sum sufficient to show an intelligent appreciation of the importance of suitable school accommodations. In many of our villages and cities buildings have been erected that reflect great credit not only upon the communities that have built them, but upon the state at large. There are school houses now to be found in Wisconsin, that in their construction, arrangement, style and furnishing would not suffer by comparison with the best in older and wealthier states. The progress, in this respect, made during the past few years, is a source of deep satisfaction to every friend of general education. An elegant school house, conveniently arranged and tastefully furnished exerts a beneficial influence upon all classes of the community. It is both an effect and a cause of intelligence and refinement.

The utter unfitness of some of the school houses in the state for the purpose for which they are designed, and this too in districts entirely able to provide suitable school buildings, suggests the propriety of such legislative action as will secure to the children residing in such districts the means of education. Were town boards of supervisors required, on complaint made to them by the county superintendent, of the unfitness or lack of school accommodations in any district, to examine and decide as to the ground of such complaint, and the ability of the district to provide the necessary buildings for a good school; and were said boards authorized, in the exercise of a sound discretion, to levy, collect, and expend a reasonable tax for building a school house or for repairing the same, it is believed that such a law would be beneficial to the districts thus taxed, and approved by the people of the state.

The poorest school houses are not generally found in the districts possessing least ability to build better ones. They are evidences of selfishness or ignorance wherever they are found; hence a law of the kind indicated could not be regarded as oppressive.

PRIVATE SCHOOLS.

The following statement is compiled from the reports of the present year :

Whole number of private schools,.....	319
Number of teachers engaged in such schools,.....	390
Number of pupils registered,.....	9,760
Average number in daily attendance,.....	7,692

There is reason to believe that there are more of this class of schools than the returns show, and that county superintendents find it difficult to obtain information concerning them.

SCHOOL LIBRARIES.

The following statement in regard to school district libraries will show that under existing arrangements very little is done to procure libraries where they are wanting, or to increase them where they exist.

No. of volumes added during the year.....	926
Amount expended for libraries during the year.....	\$1,149 09
Whole number of volumes in the district libraries.....	26,667
Cash value of school district libraries.....	\$21,893

The law now authorizes districts to raise a tax of fifty dollars for library purposes at each annual meeting; but the above abstract of reports indicates that comparatively few districts avail themselves of the provision.

No argument is needed to convince the Legislature, that the establishment and support of libraries adapted to the wants of the people, is demanded by weighty considerations. Our state constitution recognizes libraries as a part of our common school system. Section 2, article X, provides that the income of the school fund "shall be exclusively applied to the following objects, to-wit

1. To the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor."
2. The residue shall be appropriated to the support and maintenance of academies and normal schools and suitable libraries and apparatus therefor."

By act of Legislature approved March 21, 1859, it was provided that "Ten per cent of the school fund income subject to apportionment in the year 1860, and annually thereafter, together with the proceeds of a special state tax of one-tenth of one mill on the dollar valuation, shall be, and hereby are set apart for the purpose of establishing and replenishing town school libraries, the books for which shall be purchased by public authority, and distributed in some just proportion among the towns and cities of the state.

The legislature having made no provision in the act, raising the fund, for its expenditure, it was allowed to accumulate until it amounted to \$68,784.78, of which \$35,418.08 was derived from the income of the school fund, and \$53,366.70 from the tax of one-tenth of a mill on the dollar valuation of the property of the State.

In the annual report from this department in 1861, Hon. J. L. Pickard, Superintendent of Public Instruction says: "I regret that no provision has as yet been made for the distribution of the township library fund. I deem the principle a good one, and one well calculated to advance the educational interests of the state. Owing to the peculiar circum-

stances into which we have been forced by the Southern rebellion, and the consequent demands upon our state for means to prosecute the war, I deem it my duty to advise the suspension of the operation of the law, creating this fund, for a term of three or five years. I would also recommend that so much of the fund as has arisen from the diversion of the ten per cent. of the school fund income, be restored to that income for apportionment; and I would further recommend that so much of the fund as has been produced by the 1-10 of a mill, state tax, be set aside as a permanent library fund, and that for three or five years, the fund so set aside, be invested in state bonds. By this means the state will find a slight temporary relief, and the fund, so cheerfully paid for educational purposes, will be eventually devoted to the purpose for which it was raised."

The legislature instead of endorsing by its action the recommendation of Superintendent Pickard, the wisdom of which, considering the circumstances under which it was made, will not be questioned, repealed the law creating the fund, and returned to the general fund of the State the sum of \$53,366.70 and to the income of the school fund the balance, which had been pledged, to establish township libraries.

It seems to be proper to consider at the present time, whether the interests of the state would not be promoted by carrying out, by appropriate legislation, the project that was defeated by the repeal of chapter two hundred and ten of the general laws of 1859. It is believed that an act, appropriating, from the general fund, the amount of the 1-10th mill tax, for founding township libraries, would be regarded by the people as a measure calculated to promote the best interests of the State. It would not be desirable that the whole amount should be used in a single year, and it might be sound policy to use the fund in such a manner as to encourage that local effort that it is always wise to secure.

An act of this kind should provide for the appointment of a State Board of Library Commissioners, to consist of men whose position and character should furnish a guarantee that that the books selected would in all respects be suitable, and that the interests of the people would, in the purchase and distribution of the same, be carefully regarded. It should also provide for library committees in the towns and cities of the state, who should have the custody and control of the town libraries, under such regulations as would secure the preservation of the books, and afford facilities for their use to the people of the several school districts.

The attention of the Legislature is respectfully called to this subject, with

a strong hope, that a measure fraught with so much good, may receive a favorable consideration.

SCHOOL FUND.

The School Fund consists of :

1. The proceeds of all lands granted by the United States for the support of public schools.
2. All moneys accruing from forfeiture or escheat.
3. All moneys paid for redemption from military duty.
4. The clear proceeds of all fines collected in the several counties for any breach of the penal laws.
5. The five per centum of the net proceeds of the public lands.

The amount of productive school fund on the 30th day of September, 1866, was as follows :

Amount due on certificates of sales,.....	\$554,350 74
Amount due on mortgages,.....	192,641 43
Certificates of State indebtedness,.....	1,394,900 00
Due from the State on account of five per centum fund,.....	101,262 33
Total productive fund,.....	\$2,243,154 50

The amount belonging to the productive portion of the School Fund, September 30, 1865, was as follows :

Amount due on certificates of sales,.....	\$675,037 11
Amount due on mortgages,.....	289,122 75
Certificates of State indebtedness,.....	897,000 00
State Bonds,.....	103,700 00
Total,.....	\$1,964,859 86

There is a decrease in the amount due on certificates of sales of \$120,686.37, and in the amount due on mortgages of \$96,481.32, making the sum of \$217,167.69. The state bonds reported in 1865 as a part of the School Fund have been canceled, and are now represented by certificates of state indebtedness. The amount of these bonds being added to the foregoing items, we have \$320,867.67, as the decrease in certificates of sales, mortgages and state bonds.

On the other hand, there is an increase in certificates of state indebtedness of \$497,900.00, showing an increase in the productive school fund during the year, as reported by the Secretary of State, of \$177,032.31. The sources of this increase do not appear in the account of receipts and disbursements as published from year to year. It would seem desirable to have an annual statement in the report of the Secretary of State, showing the items that go to increase or diminish the school fund, in order that the *causes for its increase or diminution* may be easily understood.

The receipts and disbursements of the School Fund as given in the State Treasurer's report, for the fiscal year ending September 30th 1866, were as follows :

	Receipts.	Disbursements.
Balance in the Fund Oct. 1, 1865.....	\$10,465 05	.....
Payments on lands and loans,.....	295,369 39	.....
Taxes on School Land,.....	21,363 50	.....
Penalty for nonpayment of int. and adv.,.....	2,148 83	.....
Fines received from counties,.....	2,139 16	.....
United States on sale of lands,.....	7,693 18	.....
Trespass penalty on timber lands,.....	308 38	.....
Sale of effects of unknown person found dead. in Mississippi river,.....	390 00	.....
Invested in Wisconsin bonds,.....		\$293,700 00
Invested in certificate of indebtedness No. 7, act of Legislature April 10, 1865,.....		100,000 00
Delinquent taxes paid to counties,.....		22,827 45
Purchase of forfeited mortgage,.....		500 00
Refunded payments,.....		2,615 02
Transfer to General Fund, discount on bonds, ...do....Normal School Fund,		500 00
...do....do.....		326 00
...do....do.....		92 27
...do....University Fund,.....		20 00
Overpayment,.....	80,703 25	.....
	\$420,580 74	\$420,580 74

If to the productive School Fund be added one fourth of the productive Normal School Fund, the income from which is annually apportioned with the income of the School Fund, the amount of the fund, interest on which at 7 per cent. will be apportioned next June, is \$2,392,904 48, consisting of :

1. Amount due on certificates of sales,.....	\$554,350 74
2. Amount due on mortgages,.....	192,641 53
3. Amount due on certificates of state indebtedness,.....	1,394,900 00
4. Amount due school fund on account of five per cent. fund,.....	101,262 33
5. One-fourth of Normal School fund,.....	149,749 98
	\$2,392,904 48

This is \$279,398 16 more than the amount reported from this department in 1865.

The School Fund, as reported by the Superintendents of Public Instruction for the past eighteen years, is as follows :

1849,.....	\$8,500 00
1850,.....	538,094 41
1851,.....	765,109 49
1852,.....	819,200 50
1853,.....	1,141,804 28

1854,.....	1,670,258 77
1855,.....	1,897,269 30
1856,.....	1,859,242 82
1857,.....	2,007,944 15
1858,.....	2,845,846 34
1859,.....	2,786,767 03
1860,.....	2,339,694 49
1861,.....	2,458,351 49
1862,.....	2,219,905 59
1863,.....	2,262,466 15
1864,.....	2,118,423 56
1865,.....	2,113,506 32
1866,.....	2,392,904 48

It appears from the report of the State Treasurer that the amount of state bonds outstanding is \$440,100. The amount due the state on account of loans to individuals, is as follows :

School fund,.....	\$746,992 17
University fund,.....	59,230 70
Normal School fund,.....	252,999 92
Agricultural College fund,.....	2,995 50
Total certificates of sales and mortgages,.....	\$1,064,218 29

The amount paid into the state treasury, on account of lands and loans, during the year ending September 30, 1866, was, as appears from the report of the State Treasurer, as follows :

School fund payments on lands and loans.....	\$295,369 39
University fund do do	50,938 68
Normal School, fund do do	77,308 60
Agricultural College lands, do do	2,995 50
Total,.....	\$326,612 17

Considering the fact that a sum sufficient to take up the \$440,100 of state bonds will probably be paid in within two years, it would seem to be proper for the Legislature to determine the policy of the state in reference to the management of its trust funds. There is now no provision for investing these funds in any public securities other than bonds of this state issued for war purposes.

The magnitude of the interests involved in the proper management of our educational trust funds cannot fail to be appreciated by the Legislature, and a reasonable forecast requires that every security that appropriate legislation can afford, should be adopted, to ensure the prompt payment and apportionment of the income of these funds. Whether such security can be found without an amendment to our state constitution is worthy of careful consideration.

The non-productive portion of the school fund, consisting of 18th sec-

tion lands and the 500,000 acre tract, was, on the 30th of September, 1866, as follows :

State lands forfeited,.....	360,634	87-100 acres.
State lands unsold,.....	102,789	6-100 "
State lands never offered,.....	40	"

Total number of acres,..... 463,463 93-100 acres.

The number of acres forfeited during the year ending Sept. 30, 1865, 25,740 65-100
The number of acres forfeited during the year ending Sept. 30, 1866, 28,516 42-100

Increase in 1866,..... 2,775 77-100

The dues on forfeited mortgaged lands, Sept. 30, 1865, were..... \$144,758 98
The dues on forfeited mortgaged lands, Sept. 30, 1866, were..... \$149,256 15

Increase in 1866,..... \$4,497 17

SCHOOL FUND INCOME.

The amount of income of the School Fund in the State Treasury, and subject to apportionment, on the 10th day of June, 1866, as certified by the State Treasurer, was \$152,560.80. This amount was apportioned by the Superintendent of Public Instruction among the towns and cities of the state, and the apportionment was certified to the Secretary of State on the 20th day of June, as required by Section 1 of Chapter 4 of the General Laws of 1866.

The apportionment was 45 cents per scholar. A statement in detail will be found in the appendix ; table No. 1.

The apportionments from 1849 to 1866, inclusive, are shown by the following statement :

Years.	No. of Children.	Apportionment.
1849.....	70,457	
1850.....	92,047	3 8-10 cents perscholar.
1851.....	111,481	50.....do.....
1852.....	124,783	48.....do.....
1853.....	138,279	45.....do.....
1854.....	155,125	72.....do.....
1855.....	186,960	80 5-10.....do.....
1856.....	213,886	70.....do.....
1857.....	241,545	68.....do.....
1858.....	264,977	75.....do.....
1859.....	278,871	64.....do.....
1860.....	288,984	64.....do.....
1861.....	299,782	82.....do.....
1862.....	308,656	50.....do.....
1863.....	320,965	44.....do.....
1864.....	329,906	47.....do.....
1865.....	339,024	46.....do.....
1866.....	352,004	45.....do.....

The apportionment for each year is made upon the returns of the preceding year ; hence the amount apportioned for any year will be found by multiplying the number of children reported the preceding year by the number of cents per scholar apportioned that year.

Hereafter all expenses incurred by the state for the care and management of the trust funds and all expenses incurred on account of the income of said funds, are to be paid from the general fund, as provided by Chapter 56 of the General Laws of 1866, which act went into effect on the 1st day of last July.

The following is a statement of the receipts and disbursements of the School Fund Income for the fiscal year ending September 30th, 1866 :

	Receipts.	Disbursem'ts.
Interest.....	\$165,699 71	.....
Trespass.....	852 86	.....
Sale of Webster's Dictionaries.....	12 50	.....
Sale of timber.....	623 00	.....
Sale of bark.....	21 00	.....
L. Olcott, overpayment refunded.....	1 25	.....
E. Salomon, attorney's fees refunded.....	54 45	.....
Transferred from Normal School Fund Income.....	13,254 87	.....
..... do..... University.....do.....	1,600 00	.....
	\$182,119 64	
Apportionment by State Sup't.....		\$152,560 80
Atwood & Rublee, advertising.....		30 85
Ashton & Relf.....do.....		14 50
L. E. Amidon, clerk protecting lands.....		52 92
Brannan & Turner, advertising.....		26 26
Bliss & Son.....do.....		36 49
Brainard & Watrous ..do.....		17 00
Brackett & Knapp.....do.....		15 50
H. Borchsenius, clerk land department.....		800 00
James A. Bate, chief clerk land department.....		1,350 00
Brown & Smethurst, advertising		25 57
J. R. Bohan.....do.....		25 35
A. O. Brown.....do.....		16 16
W. C. Bradley, clerk treasurer's office.....		225 00
J. W. Brundage, advertising.....		13 60
James M. Bull, clerk secretary's office.....		550 00
J. F. Bryant, clerk protecting lands.....		120 75
C. S. Boardman.....do.....		31 25
H. Beckwith.....do.....		9 88
Conery & Stout, advertising.....		5 50
J. C. Cover.....do.....		10 50
E. C. Carr, clerk land department.....		51 00
H. S. Clapp, clerk protecting lands.....		100 00
B. F. Cram, clerk land department.....		515 32
Edward Decker, advertising.....		19 21
Duncan & Dickenson..do.....		6 50

RECEIPTS AND DISBURSEMENTS—continued.

	Receipts.	Disbursements.
W. H. Davenport, clerk protecting lands.....		\$26 18
D. Dunwiddie,.....do.....		7 05
E. C. DeMoe, clerk land department.....		441 22
W. H. Farnham, advertising.....		36 50
S. S. Fifield,.....do.....		14 10
K. J. Fleischer, clerk treasurer's office.....		225 00
O. M. Foresman, clerk land department.....		500 00
Geo. R. Frank, clerk protecting lands.....		108 62
Gary & Davis, advertising.....		19 45
G. W. Gates, clerk protecting lands.....		42 83
T. W. Gibbs, clerk land department.....		500 00
J. P. Hume, advertising.....		21 11
William Hill,.....do.....		30 60
High & Booth,.....do.....		2 82
C. S. Hart,.....do.....		12 00
J. Harris, advertising.....		6 50
J. J. Hawley, clerk land department.....		133 32
R. S. Hall, clerk protecting lands.....		120 27
C. C. Hood, clerk land department.....		220 18
J. E. Ingraham, advertising.....		2 00
Iberg & Hunner,.....do.....		29 60
C. B. Jackson, clerk protecting lands.....		9 63
Knapp, Stout & Co., advertising.....		4 50
Abel Keyes, clerk protecting lands.....		227 89
Frank Leland, advertising.....		38 42
Richard Lester, clerk secretary's office.....		450 00
H. S. Marsh, clerk treasurer's office.....		209 00
W. J. Martin, advertising.....		20 00
W. S. Monroe,.....do.....		12 39
A. Menges, clerk treasurer's office.....		150 00
W. H. Miller,.....do.....do.....		250 00
Dan Malbon, clerk protecting lands.....		647 46
E. S. McBride, clerk land office.....		500 00
A. J. Manly, advertising.....		3 50
D. L. Noggle, clerk land office.....		450 00
W. J. Park, printing.....		709 98
Pease & Goodell, advertising.....		23 83
S. W. Pierce,.....do.....		21 84
Priest & Nelson,.....do.....		5 30
Arnold Petty, clerk protecting lands.....		23 50
J. B. Redfield, advertising.....		22 00
Rusk, Priest & Nelson, advertising.....		58 00
Robinson & Bro.,.....do.....		26 50
Reed & Hughs,.....do.....		10 87
E. D. Ross,.....do.....		36 10
Rockwell & Upham,.....do.....		24 50
H. N. Ross,.....do.....		24 67
O. E. & L. C. Redfield,.....do.....		17 00
D. Rowe, clerk treasurer's office.....		200 00
James Ross, clerk land department.....		184 00
O. B. Smith & Co., advertising.....		31 26
Scheoff, Winegar, & Co., do.....		14 10
A. C. Sanford,.....do.....		21 06
Seymour & Elwell,.....do.....		35 54
E. Stafford,.....do.....		18 60

RECEIPTS AND DISBURSEMENTS—continued.

	Receipts.	Disbursem'ts.
J. B. & H. M. Stocking, .do.....		\$8 50
J. B. Stocking, .do.....		17 00
A. J. Smith, .do.....		23 90
Edward Salomon, attorney fees.....		1,398 40
A. C. Stuntz, clerk protecting lands.....		130 80
Adolph Sorenson, .do.....		195 13
D. H. Tullis, clerk secretary's office.....		150 00
Terry & Arnold, advertising.....		16 84
L. A. Taylor, .do.....		28 00
John Turner, .do.....		28 10
H. A. Taylor & Co., .do.....		73 23
Thomas & Roberts, .do.....		13 60
G. Van Waters, .do.....		2 50
J. H. Waggoner, .do.....		22 00
L. B. Wright, .do.....		36 31
C. D. Waldo, .do.....		23 00
T. H. Walker, clerk protecting lands.....		15 00
E. Walber, clerk land department.....		134 00
Refunded.....		13,910 26
Transferred to Normal School Fund Income.....		196 25
.....do..... University.....do.....		7 94
Balance September 30, 1885.....	\$182,119 64	\$180,049 75
.....do.....1866.....	407 94	.....
		2,477 83
	\$182,527 58	\$182,527 58

If from the amount of disbursements, as given in the foregoing statement we deduct the annual apportionment, the sums refunded on account of interest, and transferred to the income of other funds, we find \$13,-874 60 paid from the income of the school fund for expenses incurred previous to July 1st, 1866 on account of care and management of the fund. This is about \$1,000 more than the amount paid for the management of the fund for the fiscal year ending September 30th, 1865. The increased expense in 1866 includes some payments for clerk hire which belonged properly to 1865, and nearly \$1,400 for attorney's fees, that will, it is expected, be collected and returned to the income at some future time.

The Legislature, at its last session in relieving the trust funds from charges for their care and management, recognized a specific requirement of the State Constitution, and manifested an intelligent interest in the prosperity of the public schools. However, while abandoning a policy that no one attempted to defend, they made no provision for returning to the *income of the school fund* the amounts that, year by year, have been taken from it contrary to sound policy and the Constitution of the State. Jus-

tice demands that every dollar taken from the school fund income for any other purposes than those specified in section 2 article X of the Constitution, should be refunded. There are sound reasons of public policy for such a step, that will readily occur to those who realize the importance of our system of public schools. In all legislation affecting our educational institutions, the largest liberality is the wisest statesmanship. With a population rapidly increasing, and a school fund that has nearly reached its limit; with a large territory yet to be settled by those who are not instructed in our language or laws, we cannot afford to do or suffer to be done anything that shall retard or hinder the development of our system of common schools.

The attention of the Legislature is earnestly called to this subject.

COUNTY SUPERINTENDENCY.

The improvement in methods of instruction that may be noticed in many of the schools of the state, is mainly due to the efficient efforts of county superintendents. These officers have generally co-operated with this department in all measures calculated to advance the interests of education.

In the few cases where dissatisfaction exists in regard to the manner in which the duties of the office have been discharged, it will be found that there has been less care exercised in the selection of officers than the importance of the office demands. The system ought not to be condemned on account of mistakes made by those who administer it. It cannot be denied, that in a few instances, the persons selected as county superintendents have shown little interest in the position, or fitness for it; but in every county in the state men may be found, if they are sought, who will do their duty intelligently, unselfishly and efficiently. It may be that these men cannot always be found at a political caucus, but this ought not to be an insurmountable objection to their nomination or election.

The salaries at present paid to these officers, are with a few exceptions, too small to secure the talent and ability which they ought to possess. As the minimum salary fixed by the legislature has great influence in determining the amount actually paid, and as the law limiting the compensation of these officers was passed six years ago, a change of the law so as to encourage the payment of larger salaries, and to provide for the printing, etc., necessary to a proper discharge of the duties of the office, is recommended.

It would also seem to be proper, that the county superintendent should have an office room furnished him at the county seat, where the records of his office shall be kept, and where he may be found at convenient times *by those who have business to do with him.*

The following is a list of the names of County Superintendents of Schools in office on the 1st day of January, 1867:

County.	Name.	Postoffice.	Salary.
Adams,.....	William Risk,.....	Easton,.....	\$ 350
Ashland,.....	James A. Wilson,.....	Odanah,.....	
Bayfield,.....	O. K. Hall,.....	Bayfield,.....	
Brown,.....	Edward Hicks,.....	Green Bay,.....	600
Buffalo,.....	James Imrie,.....	Maxville,.....	480
Burnett,.....	G. W. Forsell,.....	Wood River,.....	15
Calumet,.....	Ira S. Graves,.....	Gravesville,.....	475
Chippewa,.....	Rodman Palmer,.....	Chippewa Falls,.....	250
Clark,.....	John S. Dore,.....	Neillsville,.....	
Columbia,.....	D. W. Rosenkrans,.....	Columbus,.....	1,000
Crawford,.....	P. I. Adams,.....	Prairie du Chien,.....	700
Dane, 1st district,.....	O. O. Stearns,.....	Leeds, Columbia Co.,...	750
Dane, 2d district,.....	N. E. Goldthwait,.....	Mazomanie,.....	750
Dodge, 1st district,.....	Charles Allen,.....	Mayville,.....	600
Dodge, 2d district,.....	Lorenzo Merrill,.....	Burnett,.....	600
Door,.....	William H. Warren,.....	Sturgeon Bay,.....	350
Douglas,.....	Irwin W. Gates,.....	Superior,.....	25
Dunn,.....	Carroll Lucas,.....	Waneka,.....	700
Eau Claire,.....	A. Kidder,.....	West Eau Claire,.....	600
Fond du Lac,.....	I. N. Cundall,.....	Rosendale,.....	1,500
Grant,.....	D. Gray Purman,.....	Lancaster,.....	800
Green,.....	W. C. Green,.....	Monroe,.....	800
Green Lake,.....	A. A. Spencer,.....	Berlin,.....	400
Iowa,.....	Samuel Parks,.....	Avoca,.....	700
Jackson,.....	J. A. Watrous,.....	Black River Falls,.....	250
Jefferson,.....	Geo. W. Bird,.....	Jefferson,.....	800
Juneau,.....	George P. Kenyon,.....	New Lisbon,.....	400
Kenosha,.....	L. W. Briggs,.....	Kenosha,.....	500
Kewaunee,.....	Lyman Walker,.....	Kewaunee,.....	300
La Crosse,.....	J. E. Atwater,.....	La Crosse,.....	650
La Fayette,.....	Chas. B. Jennings,.....	Darlington,.....	
Manitowoc,.....	Jere Crowley,.....	Manitowoc,.....	800
Marathon,.....	J. Jacob Hoffman,.....	Wausau,.....	300
Marquette,.....	H. S. Miller,.....	Harrisville,.....	450
Milwaukee, 1st district,.....	James F. Devine,.....	Lamberton, Racine Co.,	500
Milwaukee, 2d district,.....	Anson W. Buttles,.....	Good Hope,.....	250
Monroe,.....	C. W. Kellogg,.....	Tomah,.....	500
Oconto,.....	John Fairchild,.....	Marinette,.....	550
Outagamie,.....	John Stephens,.....	Appleton,.....	400
Ozaukee,.....	P. K. Gannon,.....	Cedarburg,.....	600
Pepin,.....	J. K. Hanan,.....	Durand,.....	150
Pierce,.....	Daniel Thurston,.....	Beldenville,.....	400
Polk,.....	R. H. Clark,.....	Falls St. Croix,.....	200
Portage,.....	W. R. Alban,.....	Plover,.....	550
Racine,.....	L. D. Coombs,.....	Rochester,.....	800
Richland,.....	George D. Stevens,.....	Richland Center,.....	500
Rock, 1st district,.....	J. I. Foot,.....	Footville,.....	600
Rock, 2d district,.....	C. Mortimer Treat,.....	Clinton,.....	600
St. Croix,.....	A. H. Weld,.....	River Falls, Pierce Co.,	550
Sauk,.....	Robert B. Crandall,.....	Baraboo,.....	750
Shawano,.....	A. P. Knapp,.....	Shawano,.....	200

Names of County Superintendents of Schools—continued.

County.	Name.	Postoffice.	Salary.
Sheboygan,.....	Edward Dreury,.....	Plymouth,.....	800
Trempealeau,.....	S. S. Luce,.....	Galesville,.....	450
Vernon,.....	Hartwell Allen,.....	Viroqua,.....	550
Walworth,.....	Orville T. Bright,.....	Elkhorn,.....	750
Washington,.....	Frederick Regenfuss,...	West Bend,.....	1,000
Waukesha,.....	Isaac N. Stewart,.....	Waukesha,.....	800
Waupaca,.....	E. G. Furlong,.....	Rural,.....	500
Waushara,.....	John Austin,.....	Berlin, Green Lake Co.,	
Winnebago,.....	J. E. Munger,	Oshkosh,.....	600
Wood,.....	James W. Harris,.....	Grand Rapids,.....	300

A meeting of County and City Superintendents was held at Portage City, August 29th, 1866. The following is a condensed report of the proceedings. The Convention was called to order at 10 o'clock A. M. Supt. Cundall moved that Mr. McMynn be the permanent chairman, which was carried. Supt. Stewart, of Waukesha, was then elected secretary, and Supt. Rosenkrans, of Columbia, assistant secretary. On motion, the secretaries were constituted a financial committee. The chairman then addressed the Convention as follows :

GENTLEMEN :—The number of County Superintendents here assembled, is a guarantee, that the great interest they are appointed to guard, is receiving attention, and we may hope that by a comparison of views and an interchange of opinions, we may render our official action beneficial to the people.

We could scarcely desire to see perfect uniformity of action. Our social condition does not demand, and will not tolerate a system that is perfectly mechanical. Whatever plans we may devise, or whatever method we may pursue, there must be left room for the play of conflicting opinions, and individual characteristics. With us, government is made for the people and *by* the people. It is the instrument with which they accomplish their will. It must always be subordinate to the happiness of those who create it. We should keep in sight the actual condition of the community for which we legislate, for laws adapted to one people and a particular time, are quite unfitted to another people and a different time.

In general, the more comprehensive and complete we render our methods, the greater the number of exceptions that fall under them, hence the necessity for prudence, skill and charity, in the administration of educational affairs.

There are various topics, exciting more or less interest at this time, that will naturally claim your attention. Some are of special importance to us as citizens and school officers of this State, and others are more general in their nature. Among the subjects of special interest to those here assembled, may be mentioned :

1. *School Statistics and Records.*—The necessity for uniformity, correctness and promptness, in the collection of statistics, is obvious to all. But this, under existing circumstances, is unattained, and perhaps unattainable. The starting point is the school. If the teacher's register is not adapted to the purpose for which it is designed, our statistics are unreliable and comparatively useless. Among the subjects, then, deserving your consideration, will be found school records, and particularly the *teacher's register*. In connection with this subject may be considered the propriety of having the state furnish all blanks used by school officers and teachers in the discharge of their official duties.

2. *A System of monthly reports complete*, extending from the teacher to the State Superintendent, through the County Superintendent, is very desirable, but not yet

perhaps attainable. The publication of an abstract of such reports for each county, by the Superintendent of Public Instruction, would exert a powerful influence on our educational interests.

3. *The Examination of Teachers.*—Heretofore, this examination has been principally a written one, and conducted by the County Superintendent alone. It may be proper to consider whether it may not be somewhat popularized. If it should be made to partake more of an oral character, and the Superintendent should associate with him, those who are fitted by character and attainments, in conducting it, there would obviously arise certain advantages that are not now in all cases secured. The method of conducting that part of the examination relating to "Theory and Practice of teaching," a subject now embraced in the requirements of a third grade certificate, is deserving of attention at this time.

4. *The Means of Interesting the People in Education.*—That a greater interest in our schools is now felt than ever before, will not, perhaps, be doubted, but much of this interest is unintelligent. The feeling is right, but it must be guided by reason and the results of experience. The distribution of circulars and educational tracts, the judicious use of the newspapers, and addresses to the people from time to time, are the well tried and efficient agencies that should be used with tenfold vigor in time to come.

6. *A Course of Study for our Common Schools.*—Some uniformity in the studies pursued, is practicable and very desirable. The amount and kind of oral instruction to be given, the subjects that should be studied, the relative importance of the different branches, and the period when scholars can profitably commence the study of the different branches of the school course, these are all of more or less importance, and deserve your consideration.

Among the subjects of a more general character may be mentioned :

1. *The Qualifications that should be possessed in order to secure admission to our Normal Schools.*—It is the intention of the Board of Regents of Normal Schools, to open the school located at Platteville, immediately. It is, doubtless, their desire to extend the benefits of this, and the other schools they have established, as widely as possible. To prevent these schools from becoming academies instead of training-schools for teachers, will require care in their management. The influence that these schools shall exert, and the good they shall accomplish, will very much depend upon the sympathy you extend toward them, and the confidence you feel in them. Such suggestions in regard to their management, organization and scope, as your observation and experience fit you to make, would exert an influence on the action of the board controlling these institutions, favorable to the interests of our public schools.

In connection with these schools, it is believed there may be held institutes from time to time, that shall tell favorably upon the character and attainments of our teachers, and it is believed that the legislature could, with great propriety, authorize the annual expenditure of a portion of the income of the normal school fund, in holding teachers' institutes until such time as schools are established in sufficient number to do the work, that for some time to come, the institute alone can perform.

2. *A more Economical and Efficient System for the Management of our Public Schools.* With little or no provision made for the education of those who need instruction beyond the studies merely elementary, the inquiry naturally arises, whether some change in our system that shall secure gradation and a more extended course of study for our country towns, may not be secured. This has been proposed in what is known as the township system. The subject is one deserving of attention.

3. *Greater Attendance at school.*—You need not to be reminded that thousands of our youth are growing up vicious and ignorant. How far laws may be made to aid us in removing an evil that is threatening the public weal, is a matter of practical importance. You understand the temper of the people and nature of our institutions, and your opinion as to the practicability of legislation in connection with this matter, should and would have great weight.

There are other subjects that will suggest themselves for your consideration. We have much to encourage us at this time. The public mind is receptive. Recent legislative action in this state has drawn toward us the attention of the whole country.

The development of our normal school system must result in great good to all our educational interests. The reorganization of our state university, it is hoped, will

secure the benefits that such an institution ought to confer upon the people. Our high schools, academies and colleges are making progress, and our educational future is more hopeful than ever before.

Superintendent Alban suggested the appointment of a committee to whom should be referred the chairman's address, letters from the various superintendents, and general business, with instructions to report the assignment of the different subjects to suitable committees. Superintendent Rosenkrans moved the appointment of such committee. Carried; and the chair named Superintendents Rosenkrans, Cundall, Alban, Stearns and Hoffman, as such committee. The reading of letters from superintendents in the hands of the chairman was called for. A number of letters were read, embodying valuable suggestions and recommendations. The convention then took a recess.

Convention was called to order. Superintendent Rosenkrans, from the business committee, reported the following partial assignment of subjects: On examination of teachers, Superintendent Hooker, and Prof. C. H. Allen of the normal school; on compensation of county superintendents, Superintendents Alban and Harris; on school houses and appendages, Superintendent Rosenkrans and Prof. C. H. Allen; on means of interesting the people, Superintendents Cundall and Hooker; on course of study for common schools, Prof. C. H. Allen and Superintendent Graves; on Saturday schools and the school month, Superintendents Palmer and Stearns.

Superintendent McMynn then answered several questions which had been submitted to him. Adjourned till half-past two P. M.

AFTERNOON SESSION.

Convention called to order by the chairman. Roll was called. The State Superintendent answered several further questions proposed by superintendents. The general business committee then completed their report as follows:

On school legislation, Superintendents Rosenkrans and Cundall; on teachers' certificates, Superintendents Bright and Crandall; on support of teachers' institutes, Superintendents McMynn and Hooker; on increased attendance of scholars, Superintendents Hoffman and Stearns.

Report adopted.

Superintendent STEARNS submitted a report of the committee on Saturday schools and the school month, as follows:

SCHOOLS ON SATURDAYS, ETC.

Your committee are of the opinion that schools on Saturdays should be discontinued, for the following reasons:

1st. Scholars need one day in the week to make preparations for their attendance during the remainder of the week.

2d. This arrangement would make the attendance more uniform and regular.

3d. The vacation of a day from the duties of the school room in each week, will be for the advantage of the pupils as respects their progress in their studies.

The school month should, we think, be made to consist of twenty days, and teachers ought to be prohibited from making up lost time on Saturdays.

O. O. STEARNS,
RODMAN PALMER.
Committee.

After discussion the report was adopted as the opinion of the convention. Superintendent ALBAN, from committee on compensation of county superintendents, submitted the following report :

COMPENSATION OF COUNTY SUPERINTENDENTS

Your committee, to whom was referred the compensation of county superintendents, respectfully report as follows :

The law creating the office of county superintendent, prescribes his duties as follows: (See sec. 92, p. 47, Code.) It will be seen at once that the law contemplates that the person who is selected as superintendent of schools, should be a man of extra attainments, literary and scientific, in order to enable him to discharge properly the duties of his office.

In addition to this, it will be readily conceded by all whose opinions on that subject are worth anything, that he should be a man who has made the subject of the education of the masses a deep and long continued study, in order that he may be able to advise correctly in relation to all matters pertaining to common schools. Further, coming to the discharge of the duties of superintendent, with all the attainments, literary, scientific and otherwise, which the law appears to contemplate, the superintendent must be a man of progress.

In the absence of all experience on this subject, the bare recital of the duties of county superintendent as prescribed by the laws, shows that the efficient performance of these duties involves a large amount of labor.

In order to determine the question of compensation of superintendents, let us compare their compensation with that received by other county officers, requiring a much smaller amount of scientific and general knowledge, and no more labor. In the county of Columbia, the county which appears to be among the most liberal in this respect of the counties of the state, the county treasurer and the clerk of the board of supervisors receive each a salary of \$1,500, while their accomplished and very efficient superintendent receives \$1,000. In the county of Portage, with a population of 8,000 and about 70 schools, the present incumbent of the office of superintendent receives a salary which nets \$500, while the treasurer and clerk of the board each receive \$1,200. A comparison extending throughout the state would, in the opinion of your committee, show similar results. Your committee, therefore, recommend that this convention adopt the following resolution:

Resolved, That in view of the paramount importance of the subject of common school education, and the beneficial influence of an intelligent and faithful supervision of our public schools, it is the duty of the law making power of our state to so modify the law as to give the county superintendent of schools, such compensation as will enable him to discharge his duties in such a manner as to raise such schools to that point of efficiency which the public good demands.

W. R. ALBAN,
J. W. HARRIS,
Committee.

The resolution was adopted. The convention then took a recess.

Convention was called to order. Superintendent Coombs offered a resolution relative to furnishing schools with outline maps and apparatus, in certain cases. After discussion at some length, it was referred to a special committee, consisting of Superintendents Rosenkrans and Coombs.

Superintendent Cundall, of committee on school legislation, offered a partial report, which was on motion, recommitted. Superintendent Hooker read a partial report from committee on examination of teachers. On motion, the sentiment of the report was adopted, and the committee was instructed to put it in the form of a resolution and perfect the report.

Adjourned till half past seven to meet at the court house.

EVENING SESSION.

Convention was called to order. Superintendent Cundall presented a report from the committee on school legislation, which was adopted, as follows :

SCHOOL LEGISLATION.

WHEREAS, The length of time which will be required to put Normal Schools in operation so that the system will be developed over the whole state, will be so great as to make the demand imperative that some means be adopted to meet the wants of those parts of the state left unprovided for; and

WHEREAS, Normal instruction, such as may profitably be given in Institute exercises, is the pressing need of a large class of the teachers, and the need most pressing in those parts of the state likely to be obliged to wait longest for a supply; therefore,

Resolved, That the educational interests of the state will be subserved by the employment of the Professors in the Normal Schools, with such assistants as may be required, a part of each year in general institute work and by the application of a part of the income of the normal school fund for this purpose; and that we request the legislature to authorize the board of normal school regents to appropriate such portion of the income of the fund as they may deem advisable for this purpose.

Adjourned till half past eight on Friday morning.

MORNING SESSION.

Met according to adjournment. Moved by Supt. Cundall that Prof. C. H. Allen be appointed engrossing committee, to prepare proceedings for publication. Carried. He further moved that all blanks, circulars, &c., used by the different county superintendents be considered common property. Carried. Supt. Hooker, from committee on qualifications for entering normal schools, made a report. An amendment was offered changing the age to "fifteen for females and sixteen for males." Lost. Prof. C. H. Allen moved to change to "sixteen for both sexes," which was lost. Report was then adopted as follows :

QUALIFICATIONS FOR ADMISSION TO THE STATE NORMAL SCHOOL.

The committee to whom was referred the subject of "qualifications for admission to the state normal schools," respectfully report :

That, in the opinion of your committee, none but those intending to become teachers, and who possess good health, good minds and good hearts, should be admitted as students in our state normal schools, and that the benefits of these schools be as widely distributed as possible.

The following resolutions are submitted for the consideration of the convention :

Resolved, That this convention learn with great satisfaction that a normal school is soon to be opened, and we pledge our individual co-operation with the regents in their efforts to provide teachers for our public schools.

Resolved, That, 1. Males should be eighteen and females seventeen years of age. 2. Candidates should furnish evidence of good health and of ability to discharge the du-

ties of teachers after leaving the school. 3. They should furnish conclusive evidence of good moral character. 4. They should pass an examination in spelling, writing, reading, arithmetic, geography, and the elements of English grammar. 5. A pledge should be required of all candidates that they will teach at least three years in the state after leaving the normal school.

J. G. McMYNN,
S. L. HOOKER,
Committee.

It was moved by Supt. Stewart that the committee on school legislation be continued, with power to act during the recess of the convention.

Carried. Supt. Hooker presented the following resolution, which was adopted:

Resolved, That I. N. Stewart, J. G. McMyNN and D. W. Rosenkrans, be, and are hereby authorized a committee to procure and engross in a suitable form, and in a good and substantial book procured for the purpose, the records of the previous meetings of the county superintendents of the state.

Report of committee on libraries was presented by Supt. Crandall. Report as amended was then adopted as follows :

LIBRARIES.

Your committee on libraries beg leave to report by resolution, as follows :

1st. *Resolved*, That it is the opinion of this convention, that this matter has heretofore been greatly neglected by the majority of those interested, to the detriment of education throughout the state.

2d. *Resolved*, That libraries, judiciously selected for the use of the patrons and scholars of the several districts, may be made one of the most efficacious means of education that can be devised.

3d. *Resolved*, That the amount authorized by law to be raised by taxation for the purchase of district libraries should be raised to seventy-five dollars.

4th. *Resolved*, That, in addition to the amount above specified, at least ten per cent, of the school fund apportioned yearly to each district, should be set apart for this purpose.

5th. *Resolved*, That the board of regents of normal schools should publish a sufficient and suitable list of books for district libraries; and that district boards be directed to select from this list.

R. B. CRANDALL,
L. B. COOMBS,
Committee.

The following report of Supt. Hoffman, from committee on increased attendance, was received and adopted :

ATTENDANCE AT SCHOOLS.

Your committee on the question "how to increase the attendance on our public schools," would respectfully submit the following resolution:

Resolved, That good school houses, well furnished, and fitted up with pleasant surroundings; parents aroused to the importance of educating their children by earnest addresses on the subject by superintendents and teachers; competent and winning teachers, faithfully performing their duties; energetic superintendents deeply interested in the work of education, together with the earnest co-operation of the state superintendent, will secure to a great extent the desired result.

J. JACOB HOFFMAN,
O. O. STEARNS,
Committee.

Report of committee on examinations, received and adopted :

EXAMINATION OF TEACHERS.

Your committee to whom was referred that portion of the president's address relating to the examination of teachers, respectfully report:

That the object of the examination is to determine—

First. What the teacher knows.

Second. What the teacher can do.

To obtain information upon these two points, it seems to us best that the superintendent have recourse to *both* written and oral examinations. Written examinations can hardly be, with profit, superseded by oral examinations for the following reasons:

1. Applicants can prepare their answers with more deliberation, and with less embarrassment.
2. Much more can be done in a given time and more uniform questions can be submitted.
3. The superintendent, having time, can more carefully consider the answers given, and arrive at more correct results.
4. The filing of the written answers constitutes the only protection which the superintendent has against charges of partiality and injustice. Other considerations suggest themselves which your committee do not feel at liberty to discuss, owing to the shortness of our session, but among them may be mentioned the important fact, that the written examination shows to the examiner *much more* than the simple answers to questions submitted. The penmanship, orthography, punctuation and style of an applicant are by no means minor considerations in deciding upon his qualifications. Your committee would, however, by no means discard oral examinations. These, by their nature, better attain the second object of the examination by showing more clearly what the applicant can *do*. We therefore heartily endorse the suggestions of superintendent McMynn in reference to endeavoring to popularize examinations. Our own experience has demonstrated to us that the presence and assistance of qualified persons contribute much to the interest and profit of an examination. The oral examination should not be made up merely of questions and answers, but should consist in part, at least, of demonstration and explanation from maps, globes or blackboard.

Your committee submit the following suggestions in reference to methods of examination.

We are of opinion that an improvement can be made in the matter of the questions submitted.

So far as your committee is aware, the custom has been to submit to the applicant five or ten questions and require him, in order to secure the highest grade upon his certificate, to answer fully all these questions. It seems to us that the results desired might be better attained by submitting 7 or 14 questions, allowing the applicant to elect 5 out of 7 or 10 out of 14, and answer these, thereby obtaining a grade of 100.

It may be urged in favor of this, first, that in many of the subjects upon which examinations are made, there is much of mere technical knowledge required, and the mere temporary inability to recall such knowledge, is *not* an evidence of incompetency. By giving the applicant the election between questions, although they may be of equal difficulty, better justice would be done.

Second, It gives the examiner the opportunity to ask what may properly be called "suggestive, or directing" questions, not so much for the purpose of having them answered, as to point out to teachers subjects or points for future study. This is a consideration by no means to be lost sight of.

The subject of "Theory and Practice of Teaching," also mentioned as a part of examinations, seems naturally to divide itself into two heads. Examinations under either of these must be very limited until more accessible means of qualifications are provided. The applicant's theory can be drawn out by questions pertaining to the various duties of the school room, and to his method of accomplishing certain results. Some knowledge of his philosophy of education (if he has any) may be obtained in this way. At all events, the examiner can find whether the applicant has ever read any educational books or periodicals—information of value in determining his fitness to teach.

If this be found radically wrong his certificate should be annulled.

Your committee submit the following resolutions as a condensed summary of the above report:

1. *Resolved*, That in the examination of applicants, Superintendents must rely chiefly upon the written examination as a test of scholarship.
2. *Resolved*, That by submitting to the candidate an extra number of questions from which he may select a fixed number to answer, more just and satisfactory re-

sults may be reached than by the present custom, and the examiner may thus the more reasonably insist that "the answers be correct in fact and in form."

3. *Resolved*, That as oral exercises enable the examiner the more clearly to judge of the manner, facility of oral expression, clearness of explanation, and *spirit* of the candidates, they should exercise a strongly modifying influence on the result of the written exercises.

4. *Resolved*, That the oral exercises should embrace not only the ordinary questions upon the theory of teaching, but also the ability to use properly, globes, maps, and other apparatus.

5. *Resolved*, That while the Superintendent should be satisfied in regard to the theory of the candidate, yet he cannot judge of the ability to apply such theory until he has seen the teacher in the school room, and therefore the grading of this item upon the certificate should be deferred until the school has been visited.

All of which is respectfully submitted.

S. L. HOOKER,
C. H. ALLEN,
Committee.

Report of Prof. C. H. Allen, from committee on school houses and appendages, was read and adopted :

SCHOOL HOUSES.

Your committee, to whom was referred the subject of school houses and school house appendages, beg leave to report as follows:

The fact that a large, if *not respectable* minority of the school houses of the state are unfit to be used by man or beast, and that many others are greatly deficient in the requisites for conducting a good and efficient school, shows that there is a necessity for some action, on the part of educators, in this direction. Your committee believe that this action may well be two-fold:

First, The enlightenment of the public mind upon the subject of school houses; by disseminating more rational views upon plans of construction, convenient out-houses, and good school yards; that the public should be made to see the practicability, if not the necessity, of making the school the most commodious and attractive house in the district, and that in this field of labor, teachers, superintendents and other friends of education, can find work ever at hand, which they should do with diligence.

Second, Your committee are of the opinion that the same reason which renders it necessary to demand a qualified teacher in a district before participating in the distribution of public funds, at least suggests the propriety of requiring a suitable school house in which to hold the sessions of the school.

We therefore submit for your consideration the following resolutions:

Resolved, That it is the duty of educators to use great diligence in urging upon the public the necessity of constructing large, commodious, well ventilated, comfortable and attractive school houses, with suitable outbuildings and appliances.

Resolved, That the county Superintendent, with the concurrence of the county judge, should have power to *condemn* unsuitable school houses and require the district to repair the old, or erect new houses, and that when this requisition is not complied with in a reasonable time, the district should be deprived of its apportionment of public funds.

D. W. ROSENKRANS,
CHAS. H. ALLEN,
Committee.

Convention adjourned till a quarter to two, P. M.

AFTERNOON SESSION.

Called to order. Report of committee on teachers' certificates, was presented and adopted as follows.

TEACHERS' CERTIFICATES.

Your committee would respectfully submit the following resolution as their report:
Resolved, That first-grade certificates should be issued by the Board of Normal School Regents and be for the state; and be perpetual, subject only to annulment; and should be given on the recommendation of a county superintendent, showing that the applicant has taught successfully for a period of not less than thirty months, and such examination as said Board may direct.

2d, That the second-grade be made what the first-grade now is.

3rd, That the third-grade be good for the county for one year.

O. T. BRIGHT,
 R. B. CRANDALL,
 Committee

Prof. C. H. Allen read a report from the committee on course of study for common schools, which was adopted. The report was left with the committee to be re-written for publication. Supt. Rosenkrans reported from the special committee on school apparatus, &c., which was adopted

SCHOOL APPARATUS.

The committee to whom was referred the resolution respecting the means of supplying blackboards, out-line maps and other school requisites, respectfully report, and recommend the adoption of the following preamble and resolution:

Whereas, Many of our schools are inadequately provided with blackboards, outline maps and apparatus, and the people and district boards are not opposed to the use of such requisites, but the lack is attributable to negligence,

Resolved, That the county superintendent should be authorized to notify district boards of the need of blackboards, outline maps and other requisites, where such need exists, and if such boards shall neglect to provide such requisites for ninety days, then the county superintendent should be authorized to provide such requisites at the expense of the district, at a cost not exceeding a reasonable percentage of the amount usually expended annually for school purposes.

D. W. ROSENKRANS,
 L. D. COOMBS,
 Committee.

A resolution was presented by Supt. Hoffman and adopted as follows:

Resolved, That this convention expresses its regret that a number of our co-laborers in the cause of education are not able to be present; and that acknowledging the courtesy shown to the convention by sending in their excuses and suggestions, it earnestly hopes they will be able to unite with this body in its labors at the next session.

Resolution presented by Supt. Alban, and adopted:

Resolved, That the thanks of this convention are due to Supt. Rosenkrans, for his good offices in procuring suitable accommodations for the members of this convention, while attending it, and procuring free passes to their several homes.

Moved and carried to adjourn, subject to the call of the committee.

I. N. STEWART,
 D. W. ROSENKRANS,
 Secretaries.

The foregoing recommendations are deserving of careful consideration as being the result of the observation and experience of earnest, thought-

ful and practical men, who know the wishes and reflect the opinions of the friends of public schools throughout the state.

STATE TEACHERS' ASSOCIATION.

The fourteenth annual meeting of the Association was held at Ripon, commencing July 25th and continuing three days. Prof. S. D. Gaylord, of Sheboygan, presided. The Association was welcomed by Hon. A. M. Skeels, Mayor of Ripon, and the citizens of the place spared no effort to make the sessions pleasant as well as profitable to those in attendance. The number of teachers present was larger than usual, and the discussions were earnest and instructive.

The Governor of the State addressed the Association. This recognition of its importance, on the part of General Fairchild, was fully appreciated by those who had labored to promote its prosperity in years gone by.

Lectures and addresses were delivered by Prof. S. D. Gaylord, President of the Association, John F. McMynn, Superintendent of Public Instruction, Alexander Kerr, of Decatur, Prof. Merrill, of Ripon College, Dr. J. W. Hoyt, Secretary of the Wisconsin Agricultural Society, Dr. C. B. Chapman, of Cincinnati, Mr. A. G. Abbott, James McAllister, Esq., and O. M. Baker, of Milwaukee.

Among the resolutions adopted by the Association were the following:

Resolved, That a committee of three be appointed to draw up a memorial to the Senate of the United States, expressing the earnest desire of this association, for the passage of the bill creating a National Bureau of Education, and that said committee be instructed to sign said memorial, on behalf of this association, and forward it to our Senators for presentation to the Senate.

Resolved, That the Superintendent of Public Instruction be requested to embody in the school code, or publish in separate book form, a series of questions and answers, covering points which have arisen under the school law and which are likely to arise.

Resolved, That, in the opinion of this association, the evil of non-attendance can only be reached by the strong arm of the law, and that the right of taxation for the support of public schools, implies the right of a judicious and economical expenditure of that money for the public good, and that this can be attained only by the enactment of a law that shall require all the children of the state, over seven and under fifteen years of age, to attend some school at least five months in each year.

Resolved, That this association do request the state legislature to change the time of holding the election for county superintendents from the general election in November to the municipal and town elections in April, for the purpose of avoiding political influence in the choice of these officers.

Resolved, That the salary of county superintendents should be made commensurate with their duties, so that they may be able, without detriment to themselves, to devote their time, talents and energy to the improvement of our common schools.

A communication was laid before the Association from Prof. R. C. Spencer, Principal of the "Spencerian Business College," at Milwaukee, offering a free scholarship in that institution to each person graduating at

the head of his class in any High School, Academy or Collegiate School in this State. The Association tendered its thanks to Prof. Spencer, for his generous offer, and appointed a committee, of which F. C. Pomeroy, City Superintendent of Schools, Milwaukee, is chairman, with instructions to carry out the plan suggested in the proposition.

The officers of the Association for the present year are as follows :

President—O. M. BAKER, Milwaukee.

Vice Presidents— $\left\{ \begin{array}{l} \text{J. T. LOVEWELL, Prairie du Chien,} \\ \text{LUCY E. FOOTE, Spring Prairie,} \\ \text{R. A. BURRITT, Manitowoc.} \end{array} \right.$

Secretary—WARREN D. PARKER, Monroe.

Treasurer—ARTHUR EVERETT, Oshkosh.

Executive Committee— $\left\{ \begin{array}{l} \text{ALEXANDER KERR, Beloit,} \\ \text{S. D. GAYLORD, Sheboygan,} \\ \text{A. J. CRAIG, Madison,} \\ \text{F. C. POMEROY, Milwaukee,} \\ \text{I. N. CUNDALL, Rosendale.} \end{array} \right.$

NORMAL SCHOOLS.

At the date of the last report from this department, proposals for locating State Normal Schools were before the Board of Regents of Normal Schools, but no definite action had been taken.

The following abstract of the bids or proposals, laid before the board for consideration, is interesting as showing a clear appreciation of the benefits to be derived from Normal Schools.

Baraboo offered a *site* and \$10,000 in cash, together with the Baraboo Collegiate Institute building and grounds. General STARKS, in addition to this, offered 120 acres of wood land, $3\frac{1}{4}$ miles from Baraboo.

Berlin offered a *site* and \$30,000 in cash.

Fond du Lac offered a *site*, \$30,000 in cash and the use of the city High School building until the completion of the Normal School building.

Geneva offered to donate the buildings and grounds of Geneva Seminary.

Milwaukee offered an *improved site*, \$25,000 in annual payments of \$5,000 each, and \$6,000 in annual payments of \$3,000 each, or \$31,000, and the use of a school building until the completion of the Normal School building.

Neenah and *Menasha* offered a *site* and \$30,000 in cash.

Omro offered a *site* and \$30,000 in cash.

Oshkosh offered a *site* and \$30,000 in cash.

Platteville offered the Platteville Academy and grounds, \$1,100 to be used in repairs, and \$5,000 in cash.

Prairie du Chien offered the building and grounds now known as *Prairie du Chien College*.

Racine offered an *improved site* and \$28,000 in cash.

Sheboygan offered a *site* and proposed to erect a building according to plans furnished by the Board, free of expense to the State.

Stoughton offered a *site*, \$35,000 in cash, and 40 acres of woodland near the village.

Wausau offered a *site* and \$12,000 in cash.

Whitewater offered a *site* and \$25,000 in cash.

Wrightstown offered a *site* of five acres and \$11,500 in cash.

The Board, on the 2nd of May last, voted to locate a Normal School at Whitewater, and on the 16th of the same month it was determined to locate another at Platteville. Oshkosh, Stoughton and Sheboygan were designated by the Board as suitable places at which to establish Normal Schools. The school at Platteville was opened on the 9th of October and a report covering its first term, will be found in the appendix. The Board are now erecting the building at Whitewater, and it is hoped that the Normal School there may be opened during the next year. No steps have been taken towards erecting buildings at other points, but the site at Stoughton has been selected.

The Normal Department of the State University is in successful operation, and a report for the year ending June 27 is printed in the appendix.

The Normal School Fund, on the 30th day of September last, was as follows:—

Amount due on certificates of sale.....	\$122,832 42
Amount due on mortgages.....	130,167 50
Certificates of State indebtedness.....	346,000 00
Total productive fund.....	\$598,999 92

The following statement, taken from the State Treasurer's report, shows the transactions in the Normal School Fund for the fiscal year ending September 30th, 1866.

Date.		Receipts.	Disbursements.
1865.			
Oct. 1....	Balance in Fund.....	\$4,845 05	.....
1866.			
Sept. 30...	Payments on lands and loans.....	77,308 60	.....
.. 30...	Taxes on Normal School Lands.....	4,165 97	.....
.. 30...	Penalty for non-payment of interest and adv.	810 05	.....
.. 30...	Trespass penalty on timber lands.....	102 51	.....
.. 30..	Transfer from School Fund.....	418 27	.....
.. 30...	Transfer from Drainage Fund.....	226 66	.....
.. 30...	Invested in Wisconsin Bonds.....		\$66,980 00
.. 30...	Delinquent taxes paid to counties.....		2,574 95
.. 30...	Refunded payments.....		128 30
.. 30...	J. B. Pradt, for services.....		25 00
.. 30...	Printing.....		4 44
.. 30...	Transfer to General Fund.....		1,020 00
.. 30...	Transfer to Swamp Land Fund, being amount due on partition of Swamp Land Fund, under Chapter 537, Laws of 1865.....		2,173 43
.. 30...	*Transfer to Drainage Fund.....		19,417 32
.. 30...	Over payment.....	5,446 33	.....
		\$93,323 44	\$93,323 44

* \$10,000 of this amount was to reimburse the Drainage Fund for investments in Certificates of Indebtedness in 1865; \$9,409 74 is one-half of the claim of the Drainage Fund on the Normal School Fund, on the partition made under Chapter 537, Laws of 1865; \$7 58 to correct erroneous credit.

The transactions in the Normal School Fund Income, during the year ending September 30, 1866, were as follows :

Date.		Receipts.	Disbursements.
1865			
Oct. 1	Balance in the fund.....	\$10,270 29	.....
1866			
Sept 30	Interest on land and loans.....	18,289 33	.....
.. 30	*Donation from the town of Whitewater.....	20,000 00	.....
.. 30	Trespass penalty on timber lands.....	349 47	.....
.. 30	Transfer from General Fund in payment of interest on State Bonds and Certificates of Indebtedness.....	30,455 51	.....
.. 30	Transfer from Swamp Land Fund Income.....	102 46	.....
.. 30	.....do..... School Fund Income.....	196 25	.....
.. 30	.....do..... Drainage ..do.....	37 92	.....
.. 30	Paid Clerks in Land Department.....		\$3,638 00
.. 30	Paid Agents for protecting lands.....		1,995 52
.. 30	Printing and advertising.....		907 04
.. 30	Mileage of Regents.....		316 00
.. 30	Expenses of Regents.....		516 61
.. 30	Refunded payments.....		196 53
.. 30	Paid Architects.....		900 00
.. 30	Attorneys' fees in suits on Loan Notes.....		364 64
.. 30	Transfer to School Fund Income.....		13,254 87
.. 30	.....do..... University ..do.....		624 50
.. 30	.....do..... Drainage ..do.....		37 80
.. 30	.....do.....do.....do.....		9 52
.. 30	Balance in the fund.....		56,940 20
		\$79,701 23	\$79,701 23

The Report of the Board of Regents of Normal Schools made, as required by Section 10, Chapter 116 of the General Laws of 1866, will be found in the Appendix, and to it the Legislature is respectfully referred for "a full and detailed account of the doings of the Board, and of all their expenditures, and of all moneys received," and for such suggestions as their experience leads them to make.

TEACHERS' INSTITUTES.

Institutes have been held in twenty-six counties during the year, and they have been attended by more than 1,100 teachers.

* The donation from the town of Whitewater is to be used in the erection of a Normal School Building in the village of Whitewater.

Although it is made the duty of the county superintendent to hold an institute in his county each year, yet there is no provision made for defraying the necessary expenses for instruction, printing etc.

As our normal schools are just going into operation, and as several years must elapse before we can have a sufficient number of well qualified teachers, it would seem to be sound policy in the legislature to authorize the board of regents of normal schools to use a portion of the income of the normal school fund in holding Teachers' Institutes in different parts of the state. The benefits of the income would thus be more equally distributed, and something would be done to support an agency, upon which we must to some extent rely for training and improving the great mass of our teachers.

For particulars in regard to the institutes held reference may be made to the appendix.

WEBSTER'S DICTIONARY.

The number on hand at the date of the last report was 99, one copy previously distributed was returned from Pierce county, a mistake having been made in ordering one more than was needed, making one hundred copies, which have been distributed according to law; and there are at the present time several orders on file which it has not been possible to fill.

An appropriation, sufficient to purchase one hundred and fifty copies is recommended.

The following is a statement of the number distributed, together with the names of the counties and towns, and the numbers of the districts to which they were sent :

County.	Town.	No. of District.	No. of Copies
Buffalo,.....	Buffalo,.....	4	1
do	Cross,.....	3, 4	2
Calumet,.....	Brillion,.....	4, 5	2
do	Charlestown,.....	5	1
do	Stockbridge,.....	2, 6, 7	3
Chippewa,.....	Bloomer,.....	4, 5, 6, 7, 8, 9, 10	7
Columbia,.....	Columbus and Hampden,.....	9	1
do	Lewiston,.....	10	1
do	Lodi,.....	8	1
Crawford,.....	Union,.....	6	1
Dane,.....	Bristol,.....	11	1
do	Burke and Westport,.....	5	1
do	Burke, Madison and Westport,.....	10	1
do	Vermont,.....	5, 6	2
Dane and Green,.	Perry and York,.....	1	1
Dodge,.....	Ashippun,.....	6	1

DICTIONARIES DISTRIBUTED—concluded.

Counties.	Towns.	No. of District.	No. of Copies
Door,.....	Egg Harbor,.....	2	1
Dunn,.....	Red Cedar,.....	7, 9	2
do	Weston,.....	2	1
Eau Claire,....	Brunswick,.....	2	1
Grant,.....	Boscobel,.....	1	3
do	Lancaster,.....	16	1
do	Muscoda,.....	4	1
Jackson,.....	Alma,.....	10, 11, 12, 13, 14	5
do	Hixton,.....	7	1
Jefferson,.....	Hebron,.....	8	1
do	Watertown,.....	1	5
do	Bangor,.....	1	1
La Crosse,.....	Campbell,.....	4	1
do	Jackson,.....	5	1
do	Washington,.....	4	1
Manitowoc,.....	Bellevue and Eaton,.....	3	1
do	Newton,.....	8	1
do	Schleswig,.....	6, 7	2
Marathon,.....	Texas,.....	4	1
Monroe,.....	Leon and Bangor,.....	2	1
do	Leon and Sparta,.....	9	1
do	Lincoln,.....	2	1
Outagamie,.....	Black Creek,.....	2	1
do	Bovina,.....	6	1
do	Dale,.....	8	1
do	Fredonia,.....	4, 5, 6	3
do	Liberty,.....	4	1
Pepin,.....	Stockholm,.....	1, 2	2
Pierce,.....	River Falls and Martel,.....	3	1
Polk,.....	Stirling,.....	3	1
Portage,.....	Sharon,.....	3	1
do	Stevens Point,.....	1	1
do	Stevens Point city,.....	1	1
Richland,.....	Akan,.....	8, 9	2
do	Westford,.....	7	1
Rock,.....	Beloit,.....	3	1
do	Turtle,.....	3	1
do	Magnolia, Plymouth, Spring Valley,...	1	1
St. Croix,.....	Pleasant Valley,.....	3	1
Sauk,.....	Freedom,.....	1	1
Trempealeau,....	Gale,.....	7	1
do	Lincoln,.....	5	1
do	Sumner,.....	4, 5, 6	3
Vernon,.....	Coon,.....	3	1
do	Hamburg,.....	5	1
do	Whitestown,.....	2	1
Walworth,.....	Elkhorn,.....	1	1
do	Whitewater,.....	1	1
Waukesha,.....	Delafield and Merton,.....	3	1
do	Oconomowoc and Summit,.....	3	1
Waupaca,.....	Waupaca,.....	1	1
Wausara,.....	Poyssippi,.....	2	1
Winnebago,.....	Nekimi,.....	10	1
do	Neenah,.....	4	1
do	Neenah and Menasha,.....	3	1
			100

Of the 100 copies distributed four were sold to districts which had lost by fire or theft those first supplied,—one copy of the old edition at \$4.50, and three of the new work at \$8, each. The money received for the books sold has been paid to the state treasurer, and by him credited to the income of the school fund.

The account stands as follows :

On hand December 10th, 1865.....	99
Returned from Pierce county.....	1
Distributed to districts hitherto unsupplied.....	96
Sold.....	4
	<hr/>
	100 100
	<hr/>

TEXT BOOKS.

The State Superintendent is required by section 63 of chapter 10 of the Revised Statutes, "to recommend the introduction of the most approved text books, and so far as practicable, to secure a uniformity in the use of text books in the common schools throughout the state."

Section 5 of chapter 111 of the general laws of 1866, provides that "the district board of each school district shall have power, and it shall be their duty to determine, under the advice and recommendation of the State Superintendent, what school and text books shall be used in the several branches taught in the school of such district."

The object of these provisions of law is apparent. It is to secure "uniformity in the use of text books." But this object can be attained only by co-operation among the different school officers of the state. This co-operation does not exist. Neither district boards, boards of education nor county superintendents govern their action in regard to text books by the recommendation made by the State Superintendent. District boards generally leave the selection of text books with the teachers they employ, and hence changes are frequent and causeless. Boards of education in our cities, acting under special laws, do not consider themselves bound to regard the recommendations of this department, while county superintendents labor to secure uniformity in their respective counties, but with very little reference to "uniformity in the common schools throughout the state." There is no provision of law requiring them to co-operate, in securing uniformity, with the State Superintendent, or forbidding them to use the influence of their official position in opposition to his recommendation; and hence, when, as is often the case, they differ with him, and with each other, in regard to the merits of particular text books, the result is diversity instead of uniformity. It is but just to remark, that these officers are generally

governed in their action, by a just appreciation of the position with which they have been honored, and of the confidence reposed in them by the people, and that the text books they seek to introduce are such as they honestly prefer.

The books most used in the school districts of the state are given in the following statement :

Number of Districts using	Sanders' Spellers,.....	2,417
do do do	McGuffey's do	1,298
do do do	Parker and Watson's Spellers,.....	305
do do do	Wilson's do	74
do do do	Webster's do	96
do do do	Sanders' Readers,	2,165
do do do	McGuffey's do	1,373
do do do	Parker and Watson's Readers,.....	472
do do do	Wilson's do	208
do do do	Ray's Arithmetics,.....	1,880
do do do	Thompson's Arithmetics,.....	1,001
do do do	Davies' do	850
do do do	Robinson's do	231
do do do	Goodrich's History of the United States,.....	284
do do do	Willson's do do do	83
do do do	McNally's Geography,.....	1,237
do do do	Cornell's do	1,128
do do do	Monteith's do	851
do do do	Mitchell's do	418
do do do	Clark's Grammar,.....	1,807
do do do	Pinneo's do	765
do do do	Green's do	142
do do do	Brown's do	123
do do do	Kerl's do	47
do do do	Cutter's Physiology,.....	111
do do do	Davies' Algebra,.....	180
do do do	Ray's do	149
do do do	Robinson's Algebra,.....	102

The text books used in our cities and larger villages are, in many instances, not reported, so that the above statement is not strictly accurate.

As most of the books in the foregoing list are suitable for our public schools, it is recommended that no changes be made where they are now in use, except so far as the classification of particular schools may require ; and that school officers should, in those cases where no text books have been officially adopted, carefully select from those now in general use in the state, and adopt such as, after due examination, they shall prefer.

The repeal of section 63 of chapter 10 of the Revised Statutes is respectfully recommended.

The following is a list of standard reference books for the use of schools :

Lippincott's Gazetteer of the World.
 Ure's Dictionary of Arts.
 Anthon's Classical Dictionary.
 Appleton's Cyclopedia of Biography.
 Appleton's New American Cyclopedia.

From the following list of educational works, teachers may select such as they may desire for their own use :

Abbott's Teacher.
 American Education. Mansfield.
 American Journal of Education. 16 volumes. Barnard
 American Pedagogy. Barnard.
 Comparative Geography. Ritter.
 Calkins' Primary Object Lessons.
 Dictionary of Mathematics. Davies and Peck.
 English Pedagogy. Barnard.
 Emerson's School and Schoolmaster.
 Five Hundred Mistakes Corrected.
 French Pedagogy. Barnard.
 Graded Schools. Wells.
 German Schools and Pedagogy.
 Letters to a Young Teacher. Thayer.
 Methods of Instruction. Wickersham.
 Normal Method of Teaching. Holbrook
 Normal Training. Russell.
 Observing Faculties. Barton.
 Object Lessons. Welch.
 Papers for the Teacher. Barnard, 7 vols.
 Punctuation. Wilson.
 Page's Theory and Practice of Teaching.
 School Amusements. Root.
 School Economy. Wickersham.
 School Government. Jewell.
 Science of Education. Ogden.
 Study of Words. French.
 Sheldon's Elementary Instruction.
 Sheldon's Model Lessons on objects.
 Teacher's Assistant. Northend.
 Teacher's Examiner. Stone.
 Teacher's Motives. Mann.
 True Order of Studies. Hill.
 Unconscious Tuition. Huntington.

INCORPORATED INSTITUTIONS.

By chapter 27 of the general laws of 1866, it is made the duty of the president of the board of trustees of every incorporated institution in the state, to transmit to the superintendent of public instruction, on or before the 10th of October, in each year, a report for the preceding year ending August 31st, setting forth the value of real estate owned by the institution, the amount of endowments, the yearly income from all sources, number of instructors and their respective salaries, number of students, rates of tuition, course of instruction, etc., in order that the superintendent may be able to lay before the legislature, in his annual report, a fair and full statement of the affairs and condition of such institutions.

A circular containing a copy of the law, and a blank report was sent to the presidents of all incorporated institutions, so far as the names of such schools could be ascertained.

A majority of the academies, seminaries and colleges of the state have

responded, and the statistical reports will be found in detail in the appendix. We do not doubt that fuller reports will be made hereafter, as half the year had elapsed, before it was known that the information called for would be required.

The following is a synopsis of the statistical reports, (which are given in full in the appendix,) relating to academies and seminaries:

No. of pupils attending during the year,.....	1,658
Cash value of land,.....	\$43,700 00
Cash value of buildings,.....	99,800 00
Amount of income except tuition,.....	2,536 98
Amount of tuition fees during the year,.....	33,846 69
Number of institutions reported.....	9

Reports have been received from the State University, Beloit College, Lawrence University and Ripon College: It is to be regretted that the other collegiate institutions have neglected to furnish the information called for by the Legislature.

The following statement embraces the principal facts reported, concerning colleges and universities. The reports are published in full in the appendix:

Number of members of the faculty,.....	29
Whole number of graduates,.....	267
Number of students in the senior classes,.....	22
do students in the junior classes,.....	38
do students in the sophomore classes,.....	53
do students in the freshman classes,.....	98
do in the preparatory departments,.....	688
do of acres of land owned by the institutions,.....	5,597*
Estimated cash value of buildings owned by the institutions,....	\$237,500 00
Amount of endowments and funds except real estate.....	142,500 00
Amount received for tuition during the current year,.....	10,521 50

The numbers in attendance during the past year show an increasing interest in collegiate education throughout the state. The State University is included in the foregoing. The report of the board of regents is made to the Governor, but, by his permission, is published in connection with the report from this department.

INSTRUCTION, ETC.

In our public schools may be observed modes of instruction and discipline much more rational than those prevailing only a few years ago. The efforts of county superintendents and the influence of teachers' institutes are seen in better teaching and better government.

The blackboard is coming into general use. The teacher who does not explain and illustrate upon the blackboard, with crayon in hand, the lessons

*NOTE—This amount does not include unsold State University lands.

he teaches, is considered as deficient in ability, and cannot long retain his position in an intelligent community. In primary schools the slate is regarded as more important than the primer, and children learn to write in connection with spelling and reading. Indeed, one of the certain signs of progress is the large number of schools in which every exercise is conducted, in part at least, by writing. A merely oral repetition of a lesson does little good. Children who learn to spell by merely pronouncing the letters aloud, require longer time and find the task much more laborious than those who are permitted to write the words upon the slate or the blackboard. Those who learn to use the pencil and crayon in the primary school, can use the pen with facility in the high school. In our best schools, a part of every recitation is conducted in writing. Until a pupil can write a word, an answer or a lesson with accuracy and rapidity, he has not learned them, and cannot recite them creditably to himself or his teacher.

While there is more attention given to the teaching of reading than heretofore, still, the manner of conducting this exercise in some of our schools deserves censure. Vocal culture receives too little attention, and children are allowed to mispronounce words, to misapply emphasis and to mistake entirely the meaning of what they are reading, and are thus injured rather than benefited by the exercise. Indeed, a visitor is often furnished with a book that he may *see* what a class is reading, when he ought to be permitted to *hear*, and the teacher depends upon his eye rather than his ear to determine what has been read. Unless a teacher can utter the elementary sounds and their most difficult combinations correctly, and can drill a class in the usual elocutionary exercises, he cannot teach reading. A person who cannot pronounce the words of his mother tongue with accuracy and read it with facility should never receive a license to teach. Good reading is the culmination of true culture and an evidence of attainments and discipline. It will be found true, as a general rule, that those teachers who succeed best in teaching this branch are most successful in teaching the others. The reading books which we find in the hands of scholars are often illy adapted to their capacity. They cannot understand the metaphysical, philosophical or emotional lessons which the books contain, and hence the thoughtless and soulless reading that prevails. In the selection of reading lessons those should be sought that children can readily comprehend, and that inform and strengthen their minds and purify their hearts. The facts of natural history and the truths of science, clothed in appropriate language, are better adapted to instruct and train the mind, *than the puerile stories* and stilted nonsense that are often read in our

primary schools, or the Demosthenic periods and Miltonian measures that are attempted in our schools of higher grade.

Our best teachers are giving more attention to the teaching of history and the science of government. This ought not only to be encouraged, but it ought to be required.

The utility of political knowledge to those living under a government like ours, complex in its character and depending upon the intelligence of the people for its efficient and harmonious action, will not be questioned. There should be taught in all our schools what will prepare the youth, who are soon to govern the republic, for their high duties. *This no one will deny, and yet it is a singular fact, that in many of our collegiate institutions and in some of our public schools, more time is devoted to the study of the manners, customs and laws of the Egyptians, Grecians and Romans, than to the history and laws of our own country, and the antiquities of nations that have passed away crowd from our academic courses the studies that fit men to do their duty when called to act in positions of public trust and honor.

School officers and teachers should use their power and influence to make our public schools subserve their beneficent purpose, that is to provide instruction in those branches, and to form those habits that fit our youth to be useful citizens. Writing, spelling, reading, book-keeping, arithmetic, geography, history, grammar and political science are the branches that should be taught, and truthfulness, obedience, industry, frugality, purity, love of country and respect for religion, are the virtues that should be cultivated.

In school discipline there are indications of improvement. There is less of that austerity that renders the school room prison like rather than home like, and more of that courtesy towards pupils that contributes so much to success in school government. Frequent resort to corporal punishment is generally regarded, among teachers themselves, as indicative of a lack of mental and moral power, and obedience is secured rather by strength of character than by strength of arm. It is generally conceded that mind is more potent than muscle in the government of a school. The appointment of boards of visitors or committees of examination, who visit and inspect the schools, and publish a report upon their condition and progress has a beneficial effect upon the schools and a salutary influence upon the people. School officers should see that this is done in every district in the state. The weekly or monthly reports, that our best county superintendents require teachers to furnish, of the attendance, classification, etc., of their schools, and a summary of which is published in the

local papers, have great influence in promoting regularity of attendance and good order, and ought to be required by law.

TRAVEL, OFFICE WORK, ETC.

During the past year I have attended institutes held at Darien, Mauston, Monroe, Stoughton, Waukesha and Wilmot. During the spring I was unable to fill several appointments, on account of illness in my family; and during the summer and fall, business connected with the normal schools claimed attention, and demanded time that would otherwise have been given to holding institutes in the counties, I have not yet visited. Addresses have been delivered in different parts of the state, and I have availed myself of every opportunity to visit and examine schools. In my intercourse with school officers and teachers I have found a desire to cordially co-operate in everything tending to advance the interests of education, and to the people in the places I have visited, I am under obligations for many acts of courtesy and kindness.

The number of appeal cases decided during the past year is thirty, being more than twice the number decided the year before. The correspondence of the office has reached more than fifteen hundred letters received and answered, besides, blanks, circulars, etc., of which a larger number than usual have been distributed. In this connection I desire to return my hearty thanks to Hon. A. J. Craig, Assistant Superintendent of Public Instruction, to whom much credit is due for the prompt and systematic manner in which the business of the Department is conducted.

SCHOOL LAWS.

By chapter 67 of the general laws of 1866 the superintendent of public instruction is authorized to procure the publication of a school code. The manuscript was prepared soon after the adjournment of the last legislature, but the state printer, being obliged to do a large amount of other work during the summer, was unable to commence the school code until September. It was therefore thought advisable to postpone its publication until next year, in order that amendments, which may be made at the next session of the legislature, may be incorporated.

The "Township District System," recommended in the reports from this department, in 1863 and 1865, is believed to be required by the best interests of our common school system.

The census of children over 4 and under 20 years of age, as annually taken, is quite unreliable; and, as it is the basis of the apportionment of the income of the school fund, such legislation as will secure greater care and greater correctness in the annual enumeration is recommended.

Chapter 40 of the general laws of 1866, requires the board of county supervisors to levy a tax on each town and ward in their county, for the support of common schools, which shall not be less than *the whole* amount apportioned to such town or ward in the last apportionment of school money. Until 1866 the amount required was not less than *one half* the amount received from the annual apportionment. In several counties, the boards of supervisors have unintentionally failed to levy the amount required by law, although they have raised at least half the amount, so far as returns have reached this office. It is recommended that the state superintendent be authorized to apportion school money, for 1867, to all towns that have raised at least one half the amount received from the apportionment of 1866.

In case the legislature should not deem it expedient to provide records and school registers at public expense, for the use of school officers, explicit authority should be granted to district boards to purchase the same.

Such legislation as may be required to make third grade certificates good for any town in the county in which they are granted, is recommended.

Some legislative action that shall compel district officers to perform duties imposed upon them by law is called for. Instances are known where clerks of districts have refused to hire or contract with qualified teachers, and through their neglect to perform a plain duty, schools, that ought to have been in successful operation, have remained untaught.

Our school laws should require all school officers and other persons, into whose hands funds belonging to school districts may come, to pay the same over to the district treasurer. Besides the foregoing recommendations, others, made in their proper place in this report, together with those made by the convention of county superintendents, and by the state teachers' association, are respectfully submitted to the consideration of the legislature.

GENERAL REMARKS.

During the past year, taxes for the support of public schools have been increased; greater liberality in building school-houses, and better taste in furnishing them have been manifested; there has been a greater demand for well qualified teachers; educational meetings have been well attended; a large number of teachers' institutes have been held, and confidence in the utility of our common school system has not been diminished. Methods of instruction and modes of discipline have been improved, and the conviction, that universal education is the only sure support of a free government, has forced itself upon the minds and into the hearts of the people.

The people of this state now pay a direct tax of more than one million of dollars annually, for sustaining their common schools, and there is no other tax voted so readily or paid so cheerfully as this. The neat appearance of many of our school buildings, with their convenient arrangements and tasteful surroundings show an appreciation of comfort and beauty as creditable as it is encouraging, and tell in the plainest language the tone and temper of the communities in which they are found. Even in those districts not yet supplied with suitable school houses, where we find no certain evidences of culture and refinement, the people feel that an apology must be made for their poor school accommodations. They fear that a want of facilities for educating their children will be regarded as a sign of ignorance and selfishness.

The educating power of material things is better understood, and as wealth increases, more attention is given to furnishing and beautifying the school room. Although, in respect to frescoed walls, curtained windows, carpeted floors and costly pictures, very few of our school rooms can be compared to our places of amusement, yet there are some, conveniently furnished, and tastefully provided with charts, busts and engravings. We begin to inquire why we should beautify our hotels, without regard to expense, and adorn billiard halls by the aid of art, and not gratify that keen appreciation of the beautiful that we find in children, by providing those things that will afford them so pure a pleasure. The opinion begins to prevail that the whole community is richer, and therefore abler to furnish all that is necessary for the education of its children, than any portion of it is to provide what is necessary for the education of theirs; and hence that the public school house may be, and should be, a better school house than any private one.

We do not forget that there are many, too many, school houses utterly unfit to shelter children; entirely destitute of all that refinement and even decency demands, but we know that these evidences of a stupid selfishness are annually diminishing, and that a few years more will sweep them away.

The demand for better qualified teachers is earnest and general. Although we may occasionally find in our public schools those who are poorly qualified, acting as teachers, yet they remain in any one school but a short time, while those who possess knowledge and character and are "apt to teach" are sought to take their places. The time has passed when conceit, superficial attainments and indolence could fortify themselves with the deference that was paid to the position of a teacher; and, no one but those who lose by it will deplore the change in public opinion. There has

never been a time when real attainments, and real ability in the teacher would meet with a readier and heartier recognition than now. While the compensation of teachers is still inadequate in many, and perhaps in most instances, yet industry, culture, energy and manliness, in this as in other professions, are sure of obtaining a reward.

A marked feature in the educational history of the past year is the interest shown by all classes in educational meetings. A short notice of an address upon an educational topic, given in any one of our villages or country towns, will bring together a larger and more intelligent audience than can be gathered upon any other ordinary occasion. The press of the state, without exception, it is believed, is always ready to publish anything tending to promote the interests of education, and reports of school examinations, and of educational meetings occupy the most conspicuous places in our newspaper columns. The people no longer need argument to convince them of the utility of our common school system. It is as needless to argue this subject as to demonstrate the existence of solar light, or the power of gravitation. What they now ask is, that the system shall be developed; that its discordant parts shall be harmonized, and that it shall meet the demands of society. They see in our common school system, wisely administered, the salvation of the Republic. The lessons of the last few years have been learned by heart. They know that it was the common school that stood like a wall of iron against the assaults of treason; that wherever it was established it remained the symbol of loyalty and order. They know that the patriotism it teaches is love of country, and that the morality it inculcates promotes the good of all; that the virtues it plants and cultivates are those which render life useful, beautiful and noble, and that it is the instrumentality demanded by Christianity to destroy the fictitious distinctions of birth and wealth and creed and color, and to lay deep and broad the foundations of a government that shall be not less stable than beneficent.

JNO. G. McMYNN.



APPENDIX.

SPECIAL REPORTS OF COUNTY AND CITY SUPERINTENDENTS.

[On the first of August a circular was addressed to County and City Superintendents, requesting them to forward, for publication in the Annual Report from this Department, special written reports upon the condition of schools in their respective counties.

The following are all the reports that have been received:]

ADAMS COUNTY.

The people of this county take an interest in the cause of education, and a large proportion of our teachers are striving to do their work not only *satisfactorily* but *well*. But our teachers, for the most part, are transitory, they emerge from the state of childhood, remain with us a small season and then pass into the state of matrimony, for which I can assign no remedy. The great want is a school or schools to qualify teachers, and as the county is but sparsely settled it is now, and will be for some time, difficult to maintain private schools of a high grade. What we need is help toward the establishment of graded schools wherever they can be maintained.

The township system would cause a great deal of trouble in this county; it would be necessary to vacate all of the towns and reorganize with reference to school centers.

If our school code was amended (it would perhaps require an amendment to the constitution) so as to apportion to each district according to the number of school age only up to a certain maximum, say 40, except the district maintained a graded school, it would be a means of providing for a higher education. I would in this matter rather offer incentives to the people to do, than make laws to compel.

WILLIAM RISK,

County Superintendent.

BURNETT COUNTY.

Two female teachers have been examined during the year and found qualified to teach in our schools. Nearly all the children are Norwegians, and most of them could not speak English when admitted to the schools, thus giving the teachers much labor and trouble. There are no teachers

living in our county, consequently it is difficult to secure permanent ones. I have not held an institute because there are few who understand English, and none who desire to make teaching a profession. Two school houses are in process of erection, but are not yet finished. I have made a few visits to the schools, but have been unable to secure a regular attendance of the pupils. Most kinds of text books have been used in the schools, for the reason, as is stated, that money could not be spared to purchase new ones of one kind. I hope by lecturing and visiting the people to create an interest in the schools on the part of those who, destitute of learning, care very little whether their children are educated or not. I should like to pay more attention to the schools in this county, but my salary is so small, being only fifteen dollars per year, that I must devote most of my time to other duties to support myself and family, leaving but little for educational work.

G. W. FORSELL,
County Superintendent.

COLUMBIA COUNTY.

According to request I submit the following special report for the past year from Columbia county :

I.—WORK PERFORMED.

1. *School visitation*.—During the past year I have made over two hundred visits to schools, through all the twenty-one towns, and in nearly all the school districts of the county.

2. *Examinations*.—I have held eighteen public meetings for the examination of teachers, at which four hundred and twelve candidates were examined, of whom three hundred and ten received certificates, viz : three of the first grade ; five of the second grade ; and three hundred and two of the third grade ; one hundred and thirty five of these last being limited to less than one year. I consider the six months certificate a valuable educational incentive among our young teachers.

3. *Private examinations*.—Believing that properly conducted public examinations have a tendency to improve the teachers, and thereby the schools under their charge, I have avoided applications for private examinations except in cases of apparent necessity. Only thirty one certificates have been so issued, making a total of three hundred and forty one certificates granted during the year.

4. *Improvements*.—I have expended much time and labor in efforts to induce such districts as were backward in the matter to improve their school-houses out-houses, grounds, fences, &c., and to furnish comfortable healthy seats for the pupils, maps, charts and apparatus for purposes of instruction, and above all a sufficient amount of blackboard surface to meet

the wants of all classes in the several schools, under improved systems of instruction. By letters, by circulars, by private personal effort, by consultations with district officers and building committees, by newspaper articles and by public meetings; by every means within my reach, I have sought to induce a public sentiment and co-operative action in this much neglected but vitally essential department of the great enterprise of universal popular education.

II.—TEACHERS.

Teaching is no longer regarded as a mere pastime to be taken up for a short time, for lack of other employment, but as a regular occupation, an earnest work requiring careful and laborious preparation. There has been a marked improvement in the qualifications of teachers, and a gradual but real advance in the character and mode of instruction given in our schools.

III.—SCHOOL-HOUSES.

The work of repairing, enlarging and re-arranging still goes on. A number of good and commodious houses are being built, on improved plans, and I cherish the hope of soon having in each town at least one model school-house from which neighboring districts may safely copy.

I regret to say, however, that in most of our villages the primary departments, (the small children, who most of all need airy, healthy and comfortable quarters,) are cooped up in close, unhealthy and uncomfortable apartments, which are a disgrace to the good sense, and (on other subjects) energetic habits of our people. Especially is this the case in Poynette, Pardeeville, Kilbourn City, Fall River and Doylestown.

IV.—THE ANNUAL DISTRICT MEETINGS,

Furnish the only occasion in the year, when the superintendent has an opportunity of communicating with, or delivering a message to the mass of the voters in their several districts. My message to the district meetings this fall,

1. (*School law.*) Recites the principal recent amendments to the code.

2. (*Employment of teachers.*) Recommends that teachers be employed by the year rather than by the single term. This plan has already been adopted in several districts.

3. (*Division of school terms.*) Proposes a revised school calendar with three terms instead of two, leaving vacations at the dog-days and at the holidays, when the work of keeping school in session is very difficult, as well as comparatively profitless.

4. (*Saturday schools.*) Urges the small, backward districts to adopt the rule prevalent in the larger and more enlightened neighborhoods, prohibiting Saturday schools altogether.

5. (*School houses.*) Proposes improved plans.

6. (*Outhouses.*) Quotes Mr. Pickard's true and forcible remarks on the subject of outhouses.

7. (*School yards.*) Suggests that school house grounds be inclosed with suitable fences.

8. (*School books.*) Reminds district boards of their duty to prescribe a uniform series of books for their several schools.

9. (*Blackboards and maps.*) Asks appropriations for blackboards and other school requisites.

10. (*School registers.*) Commends the action of those district clerks who have provided suitable registers. (The "Wisconsin Standard School Register," published at Milwaukee, is the best that I have seen.)

V.—TEACHERS' MONTHLY REPORTS.

With their certificates I have furnished teachers with suitable blanks which they fill and forward at the end of each month. I consider the monthly report, when properly adjusted to improved modes of instruction and management, to be a valuable auxiliary in our work.

VI.—NEEDED LEGISLATION.

1. The law should recognize the right of faithful, laborious district clerks to a partial pecuniary compensation for their services.

2. School district libraries should be provided for.

3. Saturday sessions of public schools should be prohibited.

4. Power should be given the county superintendent (with the concurrence of the county judge) to condemn and close school houses when found unfit to be occupied for school purposes.

5. The constitution should be amended so as

(1.) To establish the school age of children from five to twenty one years of age, instead of from four to twenty.

(2.) To allow the apportionment of a part of the school fund according to *attendance at school*, instead of the present apportionment upon *residence only*.

D. W. ROSENKRANS,

County Superintendent.

DANE COUNTY.

FIRST DISTRICT.

The schools in this district during the past year have made commendable progress as a whole. I found them in the hands of energetic, and in the main, competent teachers. They showed that my predecessor had faithfully performed his duties in guarding the school room against the intru-

sion of indifferent and illiterate teachers. It has been my endeavor to keep up the standard of attainment fixed by him, and as far as possible to elevate it still higher.

The want of our teachers is not so much a lack of intellectual training, though that is by no means in excess, as a knowledge of the best manner of teaching. They too readily fall into the old beaten tract and routine of teaching, ignoring entirely the improved methods which the experience of the past few years has shown to be of so great benefit. It is to be hoped that the establishment of schools for normal instruction, and an awakened interest on the part of teachers to attend them will soon remedy this defect.

Another very grave difficulty in the way of the progress of our schools, I have found to be the great variety of text books used in the same school. It is found impossible to classify the scholars properly, and the teacher has no remedy. It is true the district board, in connection with the State Superintendent, has power over this matter. But it should be borne in mind that our district boards are not generally made up of educated men, and consequently are not easily made to understand the difficulties which a good teacher labors under in this matter. It seems to me that some remedy should be applied to this evil. There should be authority somewhere to compel a uniformity of text books in each school.

It may be proper to suggest also that our schools could be made more efficient, if each town should be required to elect an officer whose duty it should be to look after and visit the schools in his town. Many schools are badly managed, and the money squandered which is paid for their support for want of a more vigilant oversight than it is possible for the county superintendent to bestow. He does not know their condition till near their close, when it is impossible to apply any remedy. The town district system, if it could be secured would best meet this difficulty, but if it can not, may it not be reached in some other way?

During the year four new school houses have been erected in this district which are well constructed and comfortable; and steps have been taken to construct an equal, if not larger number, the coming year. There will remain room for improvement even after these shall be built, and it is to be hoped other districts will be stimulated by these worthy examples to do likewise.

O. O. STEARNS,
County Superintendent

DODGE COUNTY.

SECOND DISTRICT.

I herewith transmit my annual report of the condition of the schools in this district, and in doing so it gives me pleasure to be able to say, that as a whole, they are making progress in the right direction. There are several schools in this district that may be regarded as models and are en-

titled to rank among the best in the state. Many school districts are repairing their houses, enlarging their sites, and planting them with shade and ornamental trees. Considerable interest is also manifested, in many places, to have all the higher branches taught in school, and a teacher with a first or second grade certificate will command far higher wages than one with a third grade. It is also getting to be understood that to have a good school order and system must prevail in the school room. Want of punctuality on the part of scholars attending school is a great evil yet to be remedied. When the attention of parents is properly directed to this subject, and they understand the evil consequences that flow from this source, I am not without the hope that a remedy will be applied.

LORENZO MERRILL,

County Superintendent.

DOOR COUNTY.

Our schools, on the whole, are improving slowly. I think we shall have a graded school in this town by another year. It was proposed at the annual meeting in this district (No. 1), but as the upper story of the building is to be finished off before it can be used, and the "Building Fund" being exhausted, it was determined to postpone the work until spring, when the treasury would be replenished by a part of the amount of the tax voted at the meeting. The reports of the visits made by me, as appears by the "Abstract," amount to 15, whereas I have made 31. I have taken it for granted, that, if I visited a school three times during a term, or as many terms, it is the same school. As the blanks are arranged, they do not show the number of visits, but the number of schools visited.

W. H. WARREN,

County Superintendent.

DUNN COUNTY.

Owing to the fact that a large portion of the county is newly and sparsely settled, our schools have not attained that degree of perfection at which we hope to arrive.

While in some towns we have good comfortable houses, which are a credit to the communities in which they are situated, in others, the school accommodations are of the poorest kind, and almost necessarily so, as the new settlers are eager to have some place in which their children may attend school, and without waiting the slow process of raising a tax for the purpose, they make a "bee," throw up a few logs, nail together rough boards for seats, and the school mistress is duly installed therein. My annual report shows that many of the school-houses are not valued at a very high figure.

Many of the districts have heretofore had but one term of school during

the year, as they did not feel able to sustain a school for more than three or four months. I think that the recent amendment to the school law, requiring districts to maintain a school at least five months, to entitle them to the public money, will work much good in that direction.

The supervisors in many places have to choose between embracing so much territory in a district as to almost debar the most distant pupils from reaching the house at all, and the other evil of having so few pupils and tax payers in the district that they are unable to maintain a school as they should.

We have in the county 42 organized districts. Last winter a school was maintained in 29 of them, of which I visited 25. The past summer 38 district schools and two private schools have been kept up, 38 having been visited by me and the most of them twice during the term.

We have no graded schools in the county yet, but they are making arrangements to that end at Menomonie, where a good professional teacher is much needed.

An institute of one week was held last spring, which appeared to be appreciated by most of the teachers present. Last summer I had several teachers working under limited certificates; because I had to grant such certificates or let the schools go without teachers, and while the most did well, I was forced to the conclusion in a few cases that no school was preferable.

In many of the districts the officers and patrons appear to think it wrong and out of place for them to be seen inside of the school room, while in others all seem to be interested, and here they invariably have the best schools.

We have several teachers who are worthy of their calling, yet most adopt it only as a temporary pursuit. Many of the districts aim at getting *cheap* teachers, and at the same time pay dearest for the services rendered.

We have one encouragement, there is plenty of chance for improvement.

CARROLL LUCAS,

County Superintendent.

IOWA COUNTY.

Since entering upon the duties of my office, in Jan. last, I have visited nearly all the schools in the county—all except one, where school has been kept during the time devoted to that business. At these visits I have endeavored to make myself acquainted, as far as possible, with the condition of the schools.

I have generally conducted some of the exercises and recitations myself, and made such suggestions as I deemed necessary for the good of the school, and for the encouragement of both teachers and scholars.

I think I can discover an increased interest among the people, in relation to the cause of education, and the success of our common schools. But still I am sorry to say, the results of the increased interest are not so manifest as I could wish.

There is much to encourage the friends of education, and there are also many discouraging circumstances.

Irregularity of attendance has heretofore been one of the greatest difficulties with which we have had to contend ; and from a careful inspection of the school registers, I fear there has been but little improvement in this direction. I cannot understand why so many children are permitted to spend half their time playing in the streets, within sight of the school house. And there are a great many others who scarcely attend at all. And upon investigating the subject, there appears to be, generally, no reason but want of inclination, for neglecting to avail themselves of school privileges within the reach of all. When I remember that our almshouses and penitentiaries are to be supplied from this class of children, I am persuaded that some more decisive legislation is needed upon this subject. One cause of this state of things, no doubt is, the great number of poor, old, dilapidated shells, used for, and called school houses, without convenient seats or desks, and nothing inside or out to make them comfortable, pleasant, or attractive ; without which children constantly seek excuses to keep away.

This subject of building better school houses ; repairing, seating and making comfortable, old ones, I have kept continually before the district boards, and I am satisfied my earnestness in this matter has not been entirely without good results. Three or four new school houses have been completed already, this season, and others are in progress, and quite a number of old ones are being fitted up and put in respectable condition ; and in other cases, district boards have agreed to attend to the matter before the winter term of school.

There is a general disposition, owing frequently to neighborhood jealousies, to divide the territory into small districts ; so small indeed that many districts consider themselves utterly unable to build a suitable house, or maintain a school for more than three months in the year, and that by the cheapest teacher that can be found. Some of these district boards complain of the alteration of the law requiring five months school instead of three, in order to be entitled to a share of the school fund, and as the apportionment is so small and constantly decreasing, are disposed to abandon a claim to a share of it, and maintain what length of school they are able to without. I have no doubt a law requiring a district to contain a certain number of children between the ages of four and twenty in order to be entitled to a legal organization, would be beneficial. People do not seem to understand that it is better for children to go two or three miles to a good school, than half a mile to a poor one.

It is to be regretted that school officers and parents, give so little personal attention to the schools by visiting and encouraging both teachers and scholars. I consider this co-operation absolutely necessary to the prosperity of the schools. I think, however, there is a decided improvement in this matter, and I doubt not its beneficial influence will be seen and felt.

From a comparison of the lists of questions used in the examination of teachers in seven or eight other counties, I am satisfied that the qualifications of our teachers will compare favorably with that of others throughout the state. We have a number of experienced and skillful teachers,

who are doing a good work and whose labors appear to be appreciated. Many others are young and inexperienced; but the energy and industry with which they enter upon the work, gives assurance of success. During the summer term the business is almost entirely in the hands of females.

I would suggest an alteration of the law, making third grade certificates good throughout the county, or the district over which the superintendent has jurisdiction. This would prevent much trouble and perplexity on the part of both superintendent and teachers, and do away with the present loose habit of doing business.

I have been in the habit of endorsing certificates from other counties, where they exhibited a good standard of qualifications, but only for a single term in a particular district. I have preferred this to a special examination. Perhaps some uniform method adopted by the county superintendents in such cases would be beneficial.

Upon the whole I am satisfied there is a general advancement in the prosperity of the schools. the qualifications and faithfulness of teachers, the understanding and observance of the law by district officers, and the tone of public sentiment.

In my visits among the schools, I have uniformly been heartily welcomed by all; and my suggestions to teachers and district boards in relation to such improvements and changes as I deemed essential, have been kindly received, and a general progressive disposition manifested. And as I become better acquainted with the work, the people, the scholars and teachers, I cannot help but feel a growing interest in the prosperity of all.

SAMUEL PARKS,
County Superintendent.

GRANT COUNTY.

Having by letter pointed out the several inaccuracies of my annual report, I shall not here refer to them, or explain them. The source of them lay outside my office. I am sorry that quite a number of districts (8 whole and 8 joint) failed to report.

There are thirty-one towns in the county. I have during the year held twenty examinations, consuming about three months thus, altogether, and have made one hundred and sixty visits to the different schools of the county, giving evening lectures upon educational topics in various localities. I have striven to do good by these visits—to encourage what I see that is good in methods of instruction and discipline, and wherein I see need of improvement to suggest it.

The year has been one of improvement. Fewer schools have been failures, and more have been decided successes. This is owing in part to the fact that teachers are more earnest and enlisted in their work; in part to the better system introduced; and in part to the fact that I have been careful to exclude unworthy teachers as fast as I can;—true this causes a degree of dissatisfaction on the part of some fathers and mothers and un-

cles and aunts of rejected applicants. And, if I may speak of the county superintendency without the charge of lauding myself, I would say that it has done much to elevate the schools and the teachers of the county. The standard of qualifications of teachers has been raised, thus dropping out by the way many of the incompetent, and giving more steady employment, at better wages, to the competent. I know there are some who lay this very thing of higher wages as a serious charge against the system, but they belong to a class who are willing to count dollars against morals and intelligence, and to whom the world is not indebted for any desirable reforms or material progress.

I am pleased to mention also, that fifty two teachers have taught during the year in the same school, at least twenty-four have continued in the same school as during the previous year, twenty for five terms, four for six terms, one for eight terms two for nine terms, and one for ten terms, consecutively. There are still, however, too many districts that show a curiosity for change. Some localities seek for the cheapest teachers they can find and in the end generally have the dearest school. They really throw away their money, and worse than throw it away, for they permit their children to be taught vicious habits of study (or rather of idleness) and too often of manners. But these are the exceptions. The citizens, generally, of this county are in favor of good schools and are willing to give them the necessary pecuniary support.

Teachers have received higher wages than for the previous year, and the wages for that year was an advance on previous years; the average wages of male teachers this year, being an advance of 10 per centum, and for female teachers, 5 per centum. This shows the advance in wages of female teachers to be but half that made in wages of male teachers; but in individual cases the advance has been far larger than in male teachers' wages, the average being reduced by the very small wages in some other districts. The best wages, paid female teachers, were in the towns of Muscoda, Lancaster and Tafton—in the first \$42, and in the last two \$40 per month. The best wages, paid in the county to a male teacher, was to the principal of the Boscobel school, \$75 per month. In a number of districts female teachers have received from \$35 to \$37.50, and males from \$40 to \$60 per month. It is but right that labor should be rewarded according to the difficulty and importance of the labor itself, the responsibility imposed, the preparation required, and the faithfulness with which it is done. Too many have heretofore acted upon the idea that a woman, simply because she is a woman, should receive for the same labor, as well done, less pay than a man, simply because he is a man, should receive. Fortunately the times and opinions are changing. Next year's report will show a still better state of things.

The board of regents of normal schools has during the year located one of the five state normal schools at Platteville, in this county. I look upon this as one of the grand results of the year, and take it as an earnest of better things to come, to our common schools. A better class of teachers of necessity creates a better class of schools: and if public opinion does not go ahead in elevating the schools, the schools thus improved will beget a better state of public opinion in regard to them. Hitherto there has not been, and there is not now a sufficiency of first class teachers to fill the

schools ; and hence many schools are necessarily taught by, to some extent, incompetent teachers. We look to the state normal school to supply this long felt want. I expect it to withdraw many teachers from their work next winter ; and thus, for the time, make the supply of teachers smaller, but in time it will make payments with interest.

In the matter of grading there has been great progress made in district No. 5, (south school) of Platteville, and in the school at Boscobel. These two schools, during the year, were quite thoroughly graded, and the labor in them systematized. The other schools have not changed in this particular. The two schools at Platteville and that at Boscobel are the only ones in the county well graded. I trust that soon the schools at Hazel Green, Lancaster, Cassville, Muscoda and Potosi will emulate the example of the former ones. There are still other points, Wingville, Woodman, Patch Grove, Tafton, British Hollow and Beetown, that might sustain graded schools.

The new school house at Boscobel has been well seated this year, with "Rankin's improved school desk,"—this district have now two good school houses upon their lot and are beginning to discuss the necessity of yet another to meet the increased and yet increasing demand for room. There have been several school houses builded during the year, most of them of improved plan. I may mention those of districts No. 1 of Fennimore and No. 16 of Lancaster. Yet some districts build without a plan, and thus waste their money in a house entirely unsuited to the purpose for which it is built. The seating of the house at Hazel Green was completed during the present year. At Boscobel and Cassville complete sets of outline maps have been procured ; and at the former, a supply of primary charts, and considerable other apparatus, as well as blackboards all around the several rooms,—at the latter, as also in district No. 5 of Platteville, a bell sufficiently large, perhaps, to be heard all over the district has been furnished. At Lancaster steps have been taken to build a fine school house, to cost about \$12,000, of which \$6,500 are already secured with which to commence operations. And so throughout the county there are many improvements and signs of better times.

One town, Platteville, has moved in favor of the township district system. The member of assembly from that district is instructed to ask for a law allowing towns to organize their schools upon this system ; and this town has decided unanimously to so organize, when so permitted to do. This, I think is a step in the right direction, and well taken. Some towns, perhaps some entire counties, may not be prepared for so radical a change,—Platteville is ready, and will gradually educate her bordering towns up to the same preparation. I hope soon to see the system adopted throughout the county and the state. By it every man may have the advantages of a graded school which every town can thus and ought to, support, and which advantages are now enjoyed by those only who live in a few of the village districts. The tendency now is to small districts—the villages of Beetown and British Hollow are now divided each into two districts, supporting four second rate schools at a greater expense than would be the expense to each district to support a good school of two departments, and still the children receive but little advantage—crowded eighty together in a room, perhaps, sufficiently large to accomodate forty pupils. So in many country districts

there is the same tendency to divide—every man seeming to want a school house, at least at the corner of his farm. There are two other evils that possibly the township district system might reach and remedy by changing the levying of taxes from the sub-district to the township, and removing the expenditure of it from the sub-officers to the town officers. I refer to the neglect to enclose school grounds, and to furnish them with outhouses. By the town clerks' reports for this year, only twenty sites out of two hundred (or one-tenth of all in the county,) are well inclosed, and only thirty-nine of the same number are furnished with outhouses in good condition. Tasteful schoolrooms and surroundings are appreciated by all live teachers and intelligent people generally. Common decency, not to mention a regard for the innate sentiment of purity and refinement in children, should, it would seem, prompt school boards to furnish these necessary buildings. That so many of our school houses, standing as they do upon the open prairie, and often disputing the right of way with passing wagons and carriages, should be uninclused and unfurnished with outhouses, is far from creditable to our county.

During the present year I have begun to require monthly reports from the teachers. I have received such reports from one hundred and forty-five teachers. I had no means of putting blanks into the hands of all the teachers during the first term of using them. I find them a great means of inducing teachers to put forth their best efforts; and, I take it, they have an effect upon pupils, too. I have endeavored to make the reports suggestive of improvements such as enterprising teachers can easily make. They are a help in securing co-operation between teachers and superintendent.

I have held during the year two institutes: one at Boscobel, from September 1st to the 8th, attended by seventy-six teachers; the other at Lancaster, from April 2d to the 6th, attended by one hundred and twelve teachers. I had no help this year in conducting institutes, but that of teachers of the county in conducting drills, discussions, &c., with the exceptions below. I would especially mention Rev. Julius Schum, formerly of Lancaster, whose zeal for the cause of popular education, as well as his liberal culture in the schools of Prussia, fits him so well to instruct teachers both by class drills and lectures. I trust that the citizens of Champaign county, Illinois, whither he has moved, may receive from him such benefit as have we of Grant. I would mention, also, A. R. Bushnell, of Lancaster, who, leaving the dry forms of the law for a few days, very naturally found himself a niche among those of his former calling, rendering valuable aid in drilling classes, in discussions, and in lecturing. Whilst in most things we have been gainers during the year, in one thing we have greatly lost. Jno. J. Copp, who as a lecturer and co-laborer in general institute work for the past three years has been second to none, having returned to his home, at Groton, Conn., having laid down the ferule to adjust the wig to his cranium.

There were present at my examinations, during the year, 414 candidates, of these 258 received certificates—3 of the first, 6 of the second, and 249 of the third grade. Some of these are twice counted, having been examined spring and fall. In addition to these I granted 25 local certificates to persons who, although failing to come up to the standard, gave evidence

of aptness to teach. This gives a total of 283 licensed to teach in the county during the year. And here is an evidence of improvement—25 local certificates this year, last year 43. I have refused many applications of school boards that I would license particular ones for their schools, but such applications are becoming rarer, and I hope they may cease altogether. He or she who aspires to instruct the youth of the land, should be qualified to pass an examination for a third grade certificate. Yet there are those who would be willing to teach on a local license all their days, if such license could be secured year after year. I have preferred to grant a local license to those who apply for the first time rather than to those who have taught term after term, and seem quite content with their qualifications. I am glad that United States history was put into the branches required for a third grade certificate. Teachers should know something of the origin of our government and the history of our country. I trust the day will soon come when an examination will require some knowledge of a constitutional text book, or science of government; and these things should be taught in all our district schools, if not from text books, at least orally and as general exercises.

D. GRAY PURMAN,

County Superintendent.

KENOSHA COUNTY.

In connection with my regular report, I have the honor to transmit the following special report:

The past year has been one of prosperity to the majority of the schools of this county. Very much of this prosperity can be directly traced to the efforts of my predecessors in office—B. L. Dodge and R. Graham. Both these gentlemen did all in their power to induce teachers and pupils to be earnest and thorough in their work; and we see something of the effect of this in the steady improvement of our teachers as a class.

Patrons are negligent about visiting schools, although they show their appreciation of successful teachers, by paying such a fair price and continuing them in the same school two or more terms. Wherever a new school house has been built during the year, the people have shown their liberality by voting such taxes as would insure a good house, every way fitted for school purposes. For such school buildings, two districts in the town of Pleasant Prairie deserve especial notice.

District No. 2 has nearly completed a school house, of which the estimated cost is two thousand dollars (\$2,000). Site for house is twelve (12) rods square, inclosed by a substantial board fence. Building, 22x36 feet, with basement below and school room above. Basement built of stone and brick, seven (7) feet in height, divided into two rooms, one for fuel, the other for the use of pupils. The school room is to be furnished with desks and seats having iron standards. The ceiling is twelve (12) feet in height. Ventilators are so arranged that, with a thoughtful teacher, pure air may always fill the room. The building is to be completed, ready for the winter term.

District No. 11, Pleasant Prairie, has completed a school house second to none in the county for convenience. School room 25x35 feet; height of ceiling twelve (12) feet; estimated cost, one thousand dollars (\$1000). A good bell on the house aids the teacher in securing punctuality. The site for house contains a half acre, enclosed by a good board fence. The play grounds are separated by a high, tight fence, running from the rear of the house to the rear of the yard.

In connection with this, I would respectfully urge on those who have charge of the erection of school houses, that more attention be paid to the seating of the same, the position of the stove and ventilation. The seats should be chairs, fastened to iron standards, with a single desk for each pupil, and each of these at the proper height.

The following schools have secured the highest per cent. of attendance during the summer term:

District No. 2, Somers, 96 per cent.—Mr. L. O. Lee, teacher.

District No. 2, Pleasant Prairie, 94 per cent.—Miss L. F. Bourne, teacher.

District No. 7, Somers, 93 per cent.—Miss B. M. Spence, teacher.

District No. 8, Somers, 92 per cent.—Miss Ella Patterson, teacher.

The summer terms of our common schools, usually commence in the month of May, and continue until the last of August, thereby including the two months of the year most unfavorable to study. If this were changed, so as to have no school during July and August, a great advancement would be made toward securing a more regular attendance.

A few districts have made the change thus indicated—making three school terms in the year, commencing the fall term in September, and closing the summer term the last of June. It is partly owing to this fact, that districts No. 2, both of Somers and Pleasant Prairie, stand highest in the county for attendance.

L. W. BRIGGS,

County Superintendent.

KEWAUNEE COUNTY.

There has been very little improvement in building or repairing school houses during the past year; we have six frame and about thirty log school houses, the former are very well arranged, but the latter are very poor and unsuitable for the purposes designed.

We have two graded schools with two departments each, one at Kewaunee, and one at Abnepsee, which have been conducted by experienced and successful teachers.

LYMAN WALKER,

County Superintendent.

LA CROSSE COUNTY.

We have, in this county, exclusive of the city schools, sixty-three school districts, in which are employed sixty-six teachers, three of the schools having each two departments. To supply these schools with teachers I have held, during the past year, eight public examinations and have examined one hundred and fifty-seven applicants for certificates of the third grade, one hundred and four of whom received such certificates and fourteen were licensed to teach particular schools, while the remaining thirty-nine have been rejected. There were six applicants for certificates of the second grade, two of whom received them, three received third grade and one rejected, and two applicants for certificates of the first grade, to one of whom such certificate was issued, the other receiving a certificate of the third grade, making a total of one hundred and twenty-five certificates issued—one of the first, two of the second, and one hundred and twenty-two of the third grade, including those to whom limited certificates were given. Of these, I would say that while I do not approve of the system of permitting any person to teach who does not possess the necessary attainments to entitle him to a third grade certificate, the scarcity of teachers to supply our winter schools has compelled me to adopt this expedient. Of the fourteen licenses issued, twelve have been for the present term of schools. It may be urged with some degree of plausibility that it would be much better to have no school. I, for a long time, entertained the same idea, but am now satisfied that with schools as we have them in this county, there are many who cannot pass the required examination—the superintendent exercising his judgment in the selection—who, to say the least, would do much better in the schools than to have the school houses closed all the year. Such is especially the case in many of our newly organized school districts, which are settled entirely by those who speak some foreign language, and to whose children—well grown toward man and womanhood—the only opportunity that will ever be presented for them to learn to read and write the English language will be within the next two or three years.

Of the sixty-three districts in the county, one is still without a public school building; the inhabitants maintained a school, however, eight months during the last year in a private house. The greater part of the houses are framed structures and, of themselves, present a very comfortable and cheerful external appearance. They are, however, with few exceptions, devoid of almost everything that would render them attractive in their surroundings. No enclosures, no shade trees, no play grounds, nothing but the naked school house placed in a slight expansion of the public highway. There are two buildings of brick and three of logs. Very few of the buildings are supplied with outline maps and none with geographical, philosophical or astronomical apparatus. Blackboards are in most cases rather small, though most, or at least many of the school houses are being improved in this particular. The outhouses—be it said to the credit of the county—are *generally* in a very good condition. There have been three new school buildings completed during the last year, and several others are in process of erection. At the present rate of improvement, in a few years our county will be very creditably

supplied with public school buildings, and we sincerely hope that there will be a commendable interest in making them attractive and inviting to the pupils as well as in furnishing them with the most approved means of imparting instruction.

I have required each teacher in the county to make a report of the school at the end of each month, the blanks for which I have furnished them in order to make them uniform. Among the things to be reported is a statement of all the time lost during the month by absence or tardiness, and it is a matter of surprise to see the amount of time lost, by those who pretend to attend school during the term, and I venture the assertion that the per centage of attendance is quite as large as in a majority of the counties in the state. I think the practice has had a salutary effect upon our teachers and a good influence upon our schools. One feature which has been a source of much good, I think, is in having the names of all those who have lost no time by being absent or tardy and those who are perfect in recitations and deportment, embodied in the report which I copy into a book kept for that purpose, and publish in the county papers in my general term report to the people of the county.

I have visited each school in the county twice during the year and many of them oftener. This is invariably done without notice to the teachers. These visits have satisfied me of two things—first, that our teachers are all, or nearly all, working hard for the interest of our schools, and second, that the patrons are very little interested in their schools after they have employed their teachers and got them “running;” or if they are interested they do not prove it by the “best evidence,” viz: visiting the schools. I think it is safe to say that three-fourths of all the schools in the county are never visited during the entire year by a single patron. Such is the deplorable state of things, but what shall be the remedy I will not attempt to say.

We held one institute the last year in the city of La Crosse for the teachers of the city and county. It was well attended, continued four days and a half, and was upon the whole a success and resulted in good to our teachers.

Generally, we have every reason to be encouraged and engage in the work with renewed vigor for the ensuing year, for there is every prospect of making the schools in this county second to none in the state. We have talent, industry, wealth, and last, but not least, a high moral sentiment pervading the entire county, communicated from the parent to the child and cultivated and fostered until it presents an admirable spectacle. Under these favorable circumstances, having our admirable school system, it would be a miracle indeed if the education of our youth were neglected. But I have so much faith in the intelligence and virtue of our citizens that I cannot but believe that the time is not far distant when this county will stand first among the counties in the state, in view of her many educational facilities and the intelligence and moral worth of her sons and daughters.

J. E. ATWATER,
County Superintendent.

LA FAYETTE COUNTY.

I have the honor to submit the following general statement touching the condition of the public schools of this county. In addition to this, I shall present a few observations, which, however peculiar in manner and form, will not, I feel, be deemed irrelevant to the general subject matter. The accompanying annual report, as you will perceive, is characterized by errors, both of omission and commission. These features are to be ascribed either to neglect, or to the want of a proper understanding on the part of certain of the town clerks, of those duties, upon the proper discharge of which must depend the accuracy of the report of the superintendent. This is an evil which seems inseparable from our present elective system, by reason of the changes which are constantly taking place in the officers who administer our school affairs. Every recurring election is liable to result in the choice of new officers, who, in the nature of things, cannot in all cases, acquire that familiarity with the duties of their respective positions necessary to assure accuracy in their reports.

As regards the general working of our school system in this county, I believe it to be in the main successful, and as well adapted to the condition of society existing here, as any that could be desired. Perfection is not found in this world, yet some individuals and some systems approach perfection more nearly than others. To those of us engaged in educational matters, the study should be to render our school system as nearly perfect as possible. To do this requires time, thought, labor, and money. Effort is needed on the part of the various parties concerned.

Nothing, as I conceive, is more essential to the success of our system, than the election of the right kind of men as school officers. By this I mean, men who possess a fair share of education, and with this correct principles, and who are willing to give the time requisite for the proper discharge of their duties, prompted by the consciousness that they are thereby promoting the public good and the individual welfare of those to whose keeping must soon be committed all that pertains to the interests of society.

The schools under our system are the people's schools, and it behooves the people to know who are the men entrusted with their control and government. Do they act as *men* maintaining the authority and power with which their office invests them, and see that a teacher is upheld in her authority over her pupils? Are they men of liberal and generous views and feelings? Are they men capable of appreciating worth and talent in a teacher? Are they men that are really interested in the teacher's welfare and the pupil's progress?

Though there is no pecuniary compensation allowed our district school officers, is not the consciousness of doing good to hundreds of children a *reward* in itself? Is not the fact that the members of a single school board, have it in their power, to a great extent, to form the character and mould the destinies of perhaps one hundred children, *reward* enough? Twenty years hence the timid girls and stirring boys, who now greet the visiting school officers with a smile, will be able to appreciate the time and effort bestowed by the board for their good, and will rise up to do them reverence as *benefactors of their race*. Or are the members of the school

board men that would sacrifice the good of the school and the interests of the teachers rather than yield the exercise of one iota of their power and their authority, rather than overcome a prejudice or abandon a whim?

TEACHERS.

It is difficult to place any one in the exact position that talents and attainments deserve. Extrinsic circumstances have much to do with it. Nevertheless those who devote themselves conscientiously to attaining excellence in their profession will study its improvement and its progress. And this leads to the inquiry, are the teachers in the public schools proud of their profession? And do they unite with each other in sustaining its dignity and honor? Or do they teach merely for the money, regardless of the solemn responsibility resting upon them to prepare their pupils to battle bravely and courageously in the conflict of life? Do they implant in them principles of honor and justice to all men? Are they men and women of pure sentiment, of noble aims and high purposes? Are they willing to do what seems best for their pupils in all things?

If it is difficult to make an idea take root in a child's brain, does that excuse the process of some teachers in the public schools of grinding children into machines as nearly alike mentally, as possible? Or should originality and individuality be brought out more in children? Can our teachers boast of sufficient intellect and variety of culture to be capable of such development? Do teachers give sufficient vent to the animal spirits of the naturally active and buoyant children? Do they render the exercises sufficiently varied? and do they employ sufficient judgment and common sense in the administration of corporal punishment?

PARENTS.

Another and most essential condition to the successful and harmonious working of our school system, is the relation which parents should sustain to it. In many instances the regulation prohibiting the admission of children under the age of four years into the public schools is disregarded, and we find parents sending babes of three years of age to school, "to have them out of the way;" thus rendering the primary room a nursery of puny, peevish, sickly little creatures, to be kept in a strained and tiresome position six hours a day. Do the parents invite the teachers of their children to visit them and learn what progress their children are making, whether the teachers are such as to improve, elevate, instruct and refine their children? Do they co-operate with the teachers? Do they instil a feeling of respect, reverence and affection for the teacher into the hearts of their children?

CHAS. B. JENNINGS,

County Superintendent.

MANITOWOC COUNTY.

I regret that the time of making my annual report has occurred as I am making semi-annual examinations, which will preclude any lengthy special report from me.

The cause of education in Manitowoc county is prospering finely. New frame school houses are the order of the day, and a number have been erected within the past season. The people are getting more liberal in financial matters for the support of schools, and a general feeling of interest for the cause of children seems to pervade them.

The amendments to the school code passed by the last legislature, are just and sound, particularly that portion which compels five months school, instead of three, and that relating to officers employing teachers without certificates.

JERE. CROWLEY,

County Superintendent.

MARATHON COUNTY.

Marathon is divided into a German and an American district, for some parts of the county are exclusively settled by Germans, while others are inhabited by Americans only. The towns of Jenny, Texas, Weston, Mosinee, Knowlton and part of the town of Wausau may be said to constitute the American—those of Berlin, Stettin and Marathon and part of Wausau making the German district. In the districts where the inhabitants are mostly American, schools have gone on as they generally do in newly settled parts of the country. At present there are six respectable school houses in them—frame buildings well furnished, though outline maps have found their way into one of them only. We have here 7 good teachers and some of the rest make promising progress. Of a few I must say that they have, or at least had, the opinion that being Americans qualified them to teach *eo ipse*, at least in a small school or in German districts; and it seemed hard to such to be compelled to begin to study for themselves. The teachers all seem to make effort to advance and qualify themselves better for their office, and such as do not, we hope will soon be released. I have granted 29 certificates up to the 17th of October, including those granted at the fall examinations; of these 24 were given to American applicants and 15 to Germans. Only one of our teachers holds a first grade certificate—and I think these should be sparingly given and to such only as really deserve this honor. Two teachers hold a second grade, which leaves 36 third grade certificates, and of these quite a number were limited to six months.

In the districts where the inhabitants are exclusively Germans, there are eight good log school houses well furnished, and one frame building—outline maps have found their way into 2 of them, several are furnished with other maps and about 5 districts are to be supplied with maps this year.

One good log school house is now building in which the children of two formerly very small districts will be instructed. Though the Germans in our county have shown a great deal of interest in the education of their children, our public schools among them have proved a failure on account of the management of them for several years. The first districts were organized about seven years ago; American teachers were hired in most of them and nothing but English was taught, and the children hobbled through their primer year after year, and—knew entirely nothing of what they were reading. So it was with most of these districts. In others German teachers were employed that hardly knew anything of the English language beyond reading "Saunders' second," but even these did not teach the German language in their schools. In the best schools among the Germans of our county, the children at last attained to the high standing of being able mechanically to read "Saunders' Third Reader," but still they were not able to speak English enough to sell a few pounds of butter, nor could they give even the most simple sentence correctly in German. That has been the so-called education of the children of the Germans in our county—speaking of them as a whole. It is a sad picture but very true and correct.

I have made it my study to watch these schools and find out where the fault lay; and I must say the principal cause of such decided failure is that those children were not taught to read in their own language first. Allow me to state how I would manage these schools to insure success. The children should first learn to express their thoughts in their mother tongue; they should first learn to read that and afterward they would learn more of the English language in three months than they would learn, in the old way, in three years. A good teacher, conducting a school in that way, might challenge the world to compete with him. This is my firm opinion—the result of years of careful observation. I will further state what has led me to believe that our public schools can be made beneficial to foreigners only if conducted on this principle. The Germans are divided up into hundreds of dialects, so different from each other that men of different dialects can hardly understand each other. Out of twenty German families not one uses the regular German in family intercourse. Their children, therefore, taken as a whole, are not able to understand this book-German—if I am allowed to so express myself. Men of all dialects, however, are able to make themselves understood in this so-called "high-dutch." Now these children that do not even understand their mother tongue are bothered with learning a foreign language of which they do not hear a word at home. How can the schools, managed in such a way, prove otherwise than a failure. But let the child's mind have a chance to enlarge by the use of its own language and it will in time learn another language ten times faster and understandingly. How would it be with American children were they sent to a French or Spanish school from the first, their parents not being able to speak either of those languages? What wonderful progress they would make. Therefore, to make our public schools profitable among the German part of our population their children should first learn their own language.

It may be objected that then the English language would be neglected. I firmly answer—no! but the children will learn more of English and learn it more understandingly in this way than they would otherwise, To the

objection that the public schools are built for English instruction, I answer: it is so, but the question is how a thorough English or American education may be soonest acquired by a child of a foreigner; and here I am firmly convinced that, if we would conduct our schools in the way indicated, our children would reach that end at least three times as soon as they possibly could in any other way under the circumstances.

In the German districts spoken of, there are now employed German teachers that are well qualified in their mother tongue, and hard trying to go ahead in the English, and such as would not, we hope soon to dispose of. Schools in these districts are doing very well, with but few exceptions, considering the very unfavorable circumstances, as these are nearly the same as when a student learns a strange language. It must always be kept in mind that these children are doing a student's work in our public schools and then one cannot do otherwise than be satisfied with their progress. In such of these districts where the English language is used at home it does tolerably well to teach that language only—though it would be both an honor to the state and also greatly beneficial to the commonwealth if as many of its children as could learn both languages were given a chance to do so—but in those districts, where parents are unable to use the language of our country, the children are sadly behind those that have learned both German and English in the schools.

I know that most teachers employed as such in our German districts would not be well qualified to teach in most of our American districts, but still we have no others, and since they are ahead of the children and are trying to acquire more and more knowledge of the English language, we cannot at present do better than to let them be employed, with the understanding that they must go ahead or give up their claim to keeping school. If they had been thus morally compelled to study by every one of my predecessors, they might now be excellent teachers.

Finally I would say: let us concede to foreigners their own language, as all civilized nations do to Englishmen living among them in any considerable number, and they will be sooner and better Americanized than otherwise. Let us remember that the people of Schleswig and Holstein have not been made Danes by tyrannically compelling them to forsake their dear mother tongue in their schools and churches. Then will these German Americans be able, too, to be the teachers of their countrymen that will be constantly coming over for centuries to come. If the law could allow it, I would still go a step further and say, let us even tolerate their teaching bible truth in the schools if they are all of the same religious convictions, for christianity must make up the foundation of real morality and the happiness of our nation, and of the stability of its republican form of government.

Some of our smaller districts have been consolidated. We are trying to better our schools and to press forward, and looking back and viewing what has been done, I dare say that our schools have made a move in a good direction, and in that direction, God helping, we will try to go forward.

J. JACOB HOFFMAN,
County Superintendent.

MARQUETTE COUNTY.

The schools in this county are generally doing well.

There was a marked improvement in the summer term, and that of last winter, in regard to *order*, system, &c Cause. More life and energy in the teachers, and more interest manifested by the patrons in the welfare of their school.

There seems to be a vacancy in our present system in regard to the supervision of schools. We need a connecting link between the county superintendent and the schools, which should be supplied by reviving the office of town superintendent, with the same powers and duties as formerly, except the examination and licensing of teachers.

HARVEY S. MILLER,
County Superintendent.

MILWAUKEE COUNTY.

FIRST DISTRICT.

In addition to the abstract of the reports of town clerks already forwarded, I deem it my duty to make the following statement regarding the condition of schools in this district :

There have been no new school houses built during the year ; however, district boards are most active in making any repairs that are found necessary to the convenience or comfort of the scholars.

This superintendent district comprises five towns, which are divided into three inspection districts. During the past year, I have held seven meetings for the examination of teachers, three in the spring and four in the fall. These meetings were attended by 87 applicants for examination. Of this number 56 have received third grade certificates ; 2 received second grade ; 1 received a first grade, and 22 were rejected. I have also granted 6 limited certificates, making a total of 65 certificates granted within the year. The fall examinations I have conducted somewhat differently from those in the spring, having, at each of the meetings devoted a part of each day to the regular mode of oral and written examinations, and the remainder to the discussion of topics relating to school government.

I have made, during the past ten months, 109 visits to 48 schools. There has been considerable effort made during the past year, both by teachers and school boards, in securing a uniformity of school books in the schools of the county. I also observe a growing desire on the part of school district officers, to retain in the same school, for more than one term, the teacher, when found competent.

During the summer, I established a system of " teachers' monthly reports," and from my knowledge of its working, I am of the opinion that the superintendent has no surer means of ascertaining the capabilities of

the teachers, as well as the condition of the several schools under his charge, than through these reports, provided they are made with accuracy and truthfulness.

At the fall examinations, I read to those in attendance the circular of the state superintendent on the opening of the normal school at Platteville, and the conditions necessary for the admission of members. On various occasions since then I have endeavored to induce some, (whose character and attainments were such as to entitle them to admission), to enter the normal school the present term, but I have been invariably met by some such remark as the following: "Would you advise me to enter on a profession that, in nine cases out of ten, does not afford a decent means of subsistence?"

I know that the best educators of the country are looking anxiously around and inquiring, one of another, how they may help to render these normal schools successful. In my opinion, if they would have them succeed, they must endeavor to procure constant and remunerative employment for those who are about to graduate in these institutions. Our country schools, as constituted at present, do not afford such employment, and, judging from the times, are not likely to do so for some indefinite period, as our people and our legislative bodies, seem to regard the business of education as of merely secondary importance.

That portion of the school code as amended during the last session of the legislature, and which is deemed the most favorable to the interests of education, as far as granting increased facilities for holding longer terms of school is concerned, consists of subsection 6 and 12, of section 19, act of 1863. Said law as amended empowering school districts to raise by tax each year *five hundred dollars* for the payment of "teachers' wages," is, except in the case of villages, to all intents and purposes, a dead letter, as I don't know any district in this county (and I believe it is nearly the same in most of the counties of the state) which has even reached the sum permitted to be raised by the law before being amended. The clause obliging each district to maintain in each year at least *five months' school*, is, I am prepared to admit, of some advantage to the inhabitants of the newly and sparsely settled portions of the state, but the law is inoperative in the older and densely populated sections, as *five months' school* and over, in each year, has generally been the rule for a number of years past in Milwaukee county, and I am led to believe in all the older settled portions of the state also. I am well aware that even in some thickly settled parts of the state there are to be found some districts with little population and still less territory, that have not kept school for five months in each year. If this latter class of districts, all over the state, should be disorganized, and incorporated with adjoining districts, it would very much benefit the cause of education.

If compulsory education is to be resorted to at all, let the law be so amended that it will reach all classes and communities alike. Is it just to compel sparsely and newly settled districts to maintain school for five months, and allow densely populated and comparatively wealthy districts, in the older settled portions of the state, to go on keeping school for five and six months as heretofore. The law in this respect is unjust.

No person of the least foresight will for a moment insist, that employ-

ment for five or seven months in the year, will induce those who will have graduated in our normal schools to follow teaching as a profession, while other and more lucrative employments will be open to them. In vain then will we have established normal schools in our midst, if we are not prepared to give permanent employment, and increased pay to the superior class of teachers these schools will send forth. The experience of those states, take New York and Massachusetts for instance, which have had normal schools for years past, is conclusive on that point, as it appears that only a very small per centage of those graduating in the normal schools of these states ever followed teaching as a profession. The reason is obvious, teaching as a business did not pay. We cannot hope for better success under our five months' system. It is conceded by all that *education* is the great "bulwark of our liberties." Is it not then a matter of surprise and regret that our legislative bodies pay so little attention to its proper development. It is hardly necessary to inquire here, why it is that at present in the cities and villages of our state, the teachers are so much superior to those employed in the country districts? Why to be sure, because they are permanently employed, and, as a consequence, better paid, and until this result is secured in the country, in vain may we look for a better class of teachers, or a more thoroughly educated community.

I have had within the last few months several applications from school district boards for well qualified teachers, with offers of greatly increased pay, accompanied, however, by the usual condition that works so ruinously to our school system, "only for four or five months." It is easy to conceive what was the result. I could not induce the better class of teachers to return to a business in which they could not hope to obtain permanent employment.

I regret to have to say that as a consequence of our short terms of school, some of our best teachers quit the employment at the close of each term, to engage in other pursuits that pay better. Yet I am convinced that the teachers of this county are in point of qualifications far in advance of what they were a few years since. If the duties and responsibilities of teachers are considered, it must be admitted, that taken as a class, they are the worst paid of any in the state.

JAMES F. DEVINE,

County Superintendent.

PEPIN COUNTY.

The schools of this county are gradually assuming a more systematic shape. The old hovels, heretofore used for school purposes, are being removed and respectable houses erected in their stead.

The schools are of a higher character than ever before—the reason is, teachers are better qualified and becoming more earnestly enlisted in their

great work. The fall examinations produced the best lot of papers for three years, and showed a decided progress on the part of the teachers.

Our school system is good, but my opinion is, by judicious legislation, it can be bettered.

The great drawbacks to all our public schools are irregularity and vagrancy, tolerated in almost every district by ignorant parents or guardians, who do not appreciate the importance of educating the rising generation. The cupidity of guardians often robs the child of the time he should spend in school and directs his efforts to manual labor. It is a sin against civilized society to allow children to grow up in brutish ignorance. Statistics show that the laws of society are most frequently violated by such ignorant persons; hence we have learned that ignorance is the basis of crime.

To guard against this evil, society must have some compulsory system of education. No American citizen should be allowed to bring up a family, destitute of the rudimentary principles of knowledge. Yet I know of families in this county, the heads of which can neither read nor write, who are rearing their children in the same manner. The same is true to some extent all over the state, and so long as it is not considered a *crime* and so treated by society, so long will it continue to be so. When all the necessary expenses for maintaining and carrying on a school, have been incurred by society, then the same authority should say that *all must partake* of its benefits.

This irregularity and vagrancy, in connection with our common school system can be the most effectually reached, it seems to me, by some system of taxation; a tax of twenty-five cents per day to go the school fund, for every day a child is kept out, would bring many to time, and a corresponding tax for tardiness would strike at the root of two of the greatest evils with which the school is afflicted.

Again, our reports and statistics would be much more correct and reliable. I have found some schools without registers and districts unable to make a reliable report.

Again, experience has taught many educators that *five days* school per week is better than six. I have noticed, in traveling over the state, that generally in the most enlightened and flourishing districts, especially where the district board are men of liberal education, they require only twenty days teaching to the month. Enlightened public opinion is fast leaning this way. At our annual school meeting this question was freely discussed, and the entire district, without a dissenting voice, voted for twenty days per month, because it was better, not only for teachers and children, but also for parents. Many back districts, and some districts from long established custom, still hold for twenty-two days; the law as it now stands is a stumbling block and it ought to be changed so as to keep pace with the people. A law requiring twenty days to the month would gladden the heart of every teacher and every child in the state.

These little changes, united with the "township district system," would place our school system on a firm basis. Great results can be accomplished only by the concentration of aggregated effort. One man cannot build a city or a railroad, but by the united efforts of thousands the great work is accomplished. A district may sustain a mixed school, but some will

stand in the way of others ; whereas enlarge the boundaries and get the capital and influence of the whole town, and the wants of all will be better provided for and the results more grand and satisfactory.

JAMES R. HANAN,

County Superintendent.

POLK COUNTY.

I am happy to state that I find a marked improvement in the schools of our county generally for the past year. The theory and practice of teaching is beginning to interest our teachers ; the old system is passing away before the improvements of the day. And, as one of its consequences, a more regular attendance is secured, as will be seen by the statistical reports. The people generally seem to manifest a growing interest in their schools, as is indicated by the annual school meetings. So far as I have heard from those meetings, appropriations have been made for improvements, by way of painting, enclosing school grounds, purchasing apparatus, &c.

We have one district in which a graded school could be successfully established, and resolutions were passed at the annual meeting for that purpose.

There has been one good frame and two or three good log school houses built the past year, and preparations are being made for the erection of others.

One district has suffered the loss of a good new school house, with dictionary and other books, by fire, and a number of districts have never yet built, although they have maintained schools for several terms.

It is necessary that some new schools be organized in the settlements, which doubtless will soon be effected. Upon the whole the present prospect is rather encouraging. We have still to regret that the state superintendent has never yet found his way into Polk county, to make an official visit. Shall we have to say this in our next report ? I am satisfied that such a visit would give a new impetus to the cause, and I really hoped and even promised that such would be the case before this time.

I have spent considerable time and labor in endeavoring to furnish a correct statistical report, but there is such a great deficiency in the town clerk's reports that accuracy is impossible, and as my file of reports show—they were so late getting in that there was no time to send them back for correction. An idea seems to exist that if they are received before the 10th of October it is sufficient, notwithstanding I have caused a circular to town clerks to be published reminding them of their duty.

R. H. CLARK,

County Superintendent.

PIERCE COUNTY.

Since I entered upon the duties of my office, last January, I have endeavored to awaken an increase of interest in our schools, especially among our teachers. As our county is new, and most of it sparsely settled, we are obliged to use the material we have for the advancement of education. During the past year the winter schools would compare unfavorably with summer schools. Last winter many of our teachers exhibited a want of energy to an alarming extent—yet much improvement has been made the past summer. We need teachers of moral weight of character, passing an energy commensurate with the object to be obtained. I have witnessed but a few absolute failures among our teachers, and I trust this will not occur again with the same persons. We have two fine and very prosperous graded schools, one with six departments the other with three. Mr. Reed has had charge of the larger one for some six years, and is a specimen of excellence as a teacher.

The greater part of our teachers are energetic and faithful, which makes our schools, intellectually, very healthy and prosperous.

We have some very fine school houses in different parts of the county, yet the greater part are rather poor. There is a commendable spirit manifested for their improvement. Several new ones have been erected this season, not very costly, except one.

I have visited every school, except two, within homestead limits, supported by private subscription, and the new portions of the county not visited before, and encouraged the formation of new districts with considerable success. I feel the want of competent and energetic district school boards to co-operate with me in the management of our schools. If they would discharge their duty as required, it would give new life and vigor to our schools and teachers.

We need a uniformity of books. It is no uncommon occurrence to find as many classes as scholars in some rural districts. Is it not time that some positive steps should be taken to remedy this great evil?

DANIEL THURSTON,
County Superintendent.

PORTAGE COUNTY.

In compliance with your request, I submit a brief statement in relation to the condition of the schools in this county. Progress in the cause of education, like the changes in the world around us, is necessarily slow. Among causes which impede our progress here is the want of means adequate to build comfortable school houses, and a fund sufficient to pay teachers wages. In a county like this, comparatively newly settled, the attention of the people is, necessarily, mainly directed to procuring food, raiment, and shelter for themselves and families. In a sparsely settled county, with a public school fund amounting to less than fifty cents per

scholar, it is a heavy burden on a people, in some instances struggling for the necessities of life, to raise an additional fund to support a school a sufficient length of time throughout the year. This operates adversely to the interests of our schools in two ways. It does not afford employment a sufficient length of time to induce well qualified teachers to come among us, and therefore necessitates the employment of such persons as are willing to take up with occasional employment, and who are not regularly educated as teachers. In this way they make about enough to buy their calico, leaving nothing to expend in procuring books and other means of improvement.

Briefly then, our needs are money and teachers. Much is said about amending our laws, changing this feature and that. But that which Wisconsin needs most, in order to educate her children, is to *foster* her general *school fund* and increase it in every possible way. She should profit by past errors, by which it has been squandered. Let me here suggest that a law authorizing the levying of a tax throughout the state, to be distributed in the same manner as the existing fund, would be a great help to the newer and poorer counties. 2d. The normal school fund should be augmented with all possible dispatch. It is upon the normal school that we must depend to supply our schools with the kind of teachers needed to make them what they should be and must be in order to accomplish the object of their institution. In proportion as our schools improve in excellence, in that proportion will the people exert themselves to maintain them. We want a normal school in every congressional district. As a rule the poorer classes, or at least those in ordinary circumstances, engage in teaching, and unless aided by the state largely and liberally, we cannot be provided with teachers. We may talk and grumble as we will, the thing is impossible. Let our legislature then turn its attention to augmenting the normal school fund and the general school fund of our state, and earnestly go to work to bring up our common schools to that degree of excellence that none but "codfish aristocrats," who wish to have the name of sending their sons and daughters "off to school," will be under the necessity of looking any further than our common schools to procure for their children a good practical English education.

I have the satisfaction of saying that the spirit of our people is improving with regard to the means of educating their children. I am sometimes astonished to see the alacrity with which they tax themselves for their support. No new school houses of any note have been erected this year, but preparations are going on to build during the coming year. As to the number of certificates granted, the visitation and labors of county superintendent, &c., see my statistical report.

W. R. ALBAN,
County Superintendent.

RACINE COUNTY.

Since my term of office commenced, I have visited all of the schools in the county once, and nearly all of them twice. And I think there can be no doubt that the schools as a whole, are making gradual improvement; and, were it not for the frequent and unnecessary change of teachers, together with the great mixture of text books, the improvement would be increased two fold in the same length of time. But these evils are being realized, and means put into operation calculated to remove them.

Generally speaking, a good degree of discipline has been maintained in all the schools, and in most cases without resorting frequently to the more cruel methods formerly practiced, viz: corporal punishment. Only a few of the teachers have totally failed, while a large number have manifested an aptness and ability to teach highly commendable to themselves. "Oral instruction" is receiving attention as well as object lessons, and in many instances, teachers have employed these agencies with marked success. It would be of great assistance to the teachers were the schools more generally supplied with "outline maps," "globes," geometrical figures, etc., etc. It seems to me that some plan might be adopted whereby every district with a suitable school house might be supplied with the necessary apparatus from a county fund, raised for that special purpose annually. The usefulness of these articles in a school as a means to impart instruction, cannot be over estimated, and must be apparent to all.

TEACHERS.

There seems to be an increasing demand in this county for well qualified and competent teachers. A number of the districts refuse to employ any but those holding first or second grade certificates; and many others are endeavoring from time to time to secure this class of teachers. Still it cannot be denied that a majority of the school officers are satisfied if they can get a teacher of any kind, provided they will teach for small pay. Hiring a "cheap" teacher is yet a popular practice with many districts, but it is safe to say they prove to be the dearest in the end. Until public sentiment is raised to a standard so high that it will not tolerate *cheap* teachers, we may expect to find *poor teachers* and *poor schools*.

When the whole people rise and with one voice demand better teachers, they will have them, but so long as incompetent ones meet the public demand it is vain to look for any radical change for the better.

During the summer terms I adopted a system of teachers' monthly reports, which I am convinced has proved to be very beneficial to the schools. Teachers who have been successful, have invariably taken an interest in them and reported promptly, while those whose success has been doubtful have taken an opposite course, thus enabling me to form a tolerably correct idea of their schools, and shaping my plan of action before seeing them.

I attribute the general good standing in scholarship and deportment, as well as the better discipline and classification of the schools, as much to this as to any other single cause, and believe the best interests of schools in general, require that monthly reports to the county superintendent be made a legal obligation.

DISTRICT BOARDS.

I find by reference to the monthly reports of teachers during the summer, that in fifty school districts, embracing many of the best schools in the county, only *thirty* visits from district officers are reported.

There are various reasons for this general neglect of duty, which, perhaps, should shield them from undue censure. They often plead their ignorance of the late methods of school management, and also their not being familiar with the text books now in use, forgetting that simply their presence would make their visits beneficial. If they could offer a few words of advice and encouragement, and all could do that, it would stimulate both teacher and pupils to double their diligence, and thus while benefiting their schools, they would create an interest for schools in their own hearts they never felt before, and in a short time would become qualified to judge intelligently as to the merits of their schools.

Could they, and the patrons of the several schools, be induced to pay frequent visits, the standard of teaching would be raised fifty per cent. within the next five years, a result to gain which, any reasonable sacrifice ought to be cheerfully made.

Teachers often justly complain that they are so seldom visited, and more than one has been heard to exclaim—"I do not believe the people care what kind of a school I teach."

Teachers are like most other people, they wish to be appreciated, and when successful, approbated, and our schools would not suffer were this natural desire more frequently gratified.

I believe I shall have occasion to make a more favorable report under this head next year.

ATTENDANCE OF PUPILS.

Not much improvement over last year can be reported. Last year the absence for the whole county was *thirty-seven* per cent., this year it is *thirty-six*. This is the most discouraging feature connected with our schools. Over *one-third* of the children do not go into the schools during the year, of the other two-thirds not more than three-fourths attend school to exceed two months in a year. This is an evil of the first magnitude, and must be surmounted before our schools can become truly prosperous and progressive. Educating a portion of the children of the state, at the expense of all the people is not more democratic, than to compel the universal attendance of all the children of all the people. If it is voluntary whether we patronize the school or not, it should also be voluntary with each one whether he contribute or not to support them; the reasoning is the same in both cases, and the law in one case will be obeyed as readily as in the other.

The towns of Rochester and Yorkville show the best attendance of any towns in the county. The former showing but *nineteen per cent.* of absence the past year, the latter nearly the same.

SCHOOL HOUSES.

No new school houses have been built during the year, but quite a number have been so repaired as to make them comparatively suitable for school purposes. A large number, however, are totally unfit for use and a few of them defy description.

The influence of a good, substantial and well arranged school house in a community, is not generally understood as it should be; if only a selfish, pecuniary view of the subject is taken into account, it would be sufficient to cause a good school house to be erected in every district. But when the principal object is considered, it is reprehensible that there are no more attractive and pleasant school houses to be seen. During the coming year there will be a large number built, some of them costly edifices, creditable to any farming community. District No. 8, town of Rochester, will build a good sized stone school house, probably when completed the best in the county outside the city of Racine. Building committees from other districts, are referred to this for a model, both for its cheapness and convenience of arrangement.

There are many subjects worthy of notice which for lack of time must be omitted. I cannot close this report however without acknowledging my obligations to those district boards with whom I have had dealings, for their uniform courtesy, and readiness to co-operate in any measures looking to the improvement and welfare of the schools. I trust that the present friendly relations may be continued, and that the prospective condition of the schools in this county may be fully realized.

L. D. COOMBS,

County Superintendent.

RICHLAND COUNTY.

Notwithstanding heavy state and local taxes there has been a laudable liberality manifested in making necessary levies for the support of district schools.

During the year five school houses have been erected at a cost ranging from \$500 to \$800 each, and at a total cost of \$3,250. There have been several others built of a poorer class and at less cost, and one at Lone Rock costing \$2,500.00, which was destroyed by lightning before completion.

A great majority of the school houses of this county are very poorly seated, wholly unprovided with libraries, maps or apparatus; and standing on sites neither inclosed nor provided with outhouses.

There is a growing zeal among teachers to approach more nearly the high standard of qualifications which it is desirable all should attain.

The supply of qualified teachers, however, is not equal to the demand.

VAN S. BENNETT,

County Superintendent.

ROCK COUNTY.

FIRST DISTRICT.

My report is not as complete as I could wish, as my term of office did not commence until Jan. 1, 1866, and no teachers' reports of last winter's term were required by my predecessor.

SCHOOL HOUSES.

During the past summer two school houses have been erected, one in the town of Avon, and one in the village of Orfordville; the latter a commodious, substantial, tasteful building, well seated and provided with all necessary appurtenances for comfort and success. Orfordville has long been disgraced by a school house fit only for dumb brutes, but at length by the careful management of the efficient school board one has been built which does honor to the village. Eight other districts are taking steps toward building better school houses in the fall, or early next spring.

In nearly every case the district boards seem resolved to make the new houses worthy the object for which they are to be built.

Great good might be accomplished by substituting a chair and small table for the teachers use in place of the high desks, pulpits and platforms now in many of the school houses built years ago, rearranging seats, providing larger black boards, etc. etc.

The district boards are, in respect to the care of the school houses in many cases, neglectful.

TEACHERS.

There are eighty-five teachers employed in this superintendent district. The practice of employing the same teacher several terms in succession in the same district is on the increase.

The teachers have manifested, with few exceptions, commendable zeal and interest in their work.

VISITING SCHOOLS.

Since Jan. 1, I have made one hundred and thirty-seven visits to schools, making, at nearly every visit, suggestions in reference to methods of teaching, remarking the items most worthy of criticism, commending and condemning as far as thought advisable, and have, I believe, without exception, found teachers glad to hear and ready to heed hints helpful to their success.

In many instances I found the school rooms neat and clean, sometimes tastefully adorned with flowers, mottos, wreaths of leaves, curtains—in the absence of better ones—of newspapers neatly notched, caps and bonnets hung on numbered hooks or nails, and now and then collections of mineral and vegetable curiosities arranged by careful hands.

Such things cannot be too much encouraged.

The teacher who directs the pupils in clearing away the rubbish and making beautiful the door yard, and in making the school room pleasant and in-

viting, can hardly fail to excite that interest in them which is essential to success.

EXAMINATIONS.

At the spring examinations there were	
Applicants for certificates,	130
Passed examination,	73
Rejected,	57

Of those rejected, twenty-four received—generally on written request of district boards—district certificates, or certificates of effect until the next examination only.

I do not like the plan of giving such certificates and shall discourage it in the future.

The amendments of the school law, effected by last winter's legislation, are already producing good results in the schools. It is well that teachers are required to be examined in history of the United States and the theory and art of teaching, and that these new requirements are demanded of those to whom are given third grade certificates.

TEXT BOOKS.

From the teachers' monthly reports it appears that our school books are by no means uniform. The efficiency of the schools is greatly impaired by the multiplicity of kinds of text books. Amendment in this respect is desirable.

There is great neglect on the part of parents in visiting the schools. The good teacher always welcomes, gladly, visitors to the school, and all are cheered and encouraged by their presence.

The greatest hindrance to the schools is *irregularity of attendance*. It is a more serious evil than any other, perhaps than all others. Parents frequently allow their children to remain at home on light and trivial excuses and the absence of one pupil is a detriment to his class and an injury to all.

Cannot some remedy be devised? There is, I think, a steady improvement in the schools in methods of teaching. Mental arithmetic, orthoepy and orthography are receiving more attention than heretofore. Special effort has been made during the last term to secure greater thoroughness and accuracy in the efforts of the pupils. Distinct articulation has been thought worthy special care.

If the people will as faithfully and earnestly carry into effect the system of education as it has been liberally and wisely devised, Wisconsin cannot but rank among the highest in the great sisterhood of states in the intelligence and culture of her citizens.

J. I. FOOT,
County Superintendent.

ST. CROIX COUNTY.

The increase of children, above the preceding school year, of an age to attend school in this county, is about 14 per cent.

The amount expended for school purposes is.....	\$15,780 00
The average wages of male teachers per month,.....	42 28
“ “ female teachers, “	30 19

The average attendance of scholars registered, 50 per cent. It would have been higher but from the remarkable snow storms which blocked the roads and rendered them in many districts wholly impassable for a considerable time. Irregular attendance is a serious hindrance to the prosperity of our schools. It subjects our county to the loss of at least one half of the money expended for the support of schools; and the children who are thus deprived of school privileges, to a loss which can never be estimated or repaired. Those who have no children of their own to educate, are nevertheless taxed for the support of schools, under the plea of public benefit derived from a system of free schools. Would it not, therefore, be obviously just to require, by law, the regular attendance upon school privileges of every child of suitable age and condition to be profited by them?

In other respects, the schools of our county during the past year have given evidence of increased vitality and progress. The teachers who attended the normal institute, which was held four weeks in the village of New Richmond, carried the spirit of the institute into their schools, and to a considerable extent into the communities where they labored. Several made out monthly reports of the deportment, attendance and scholarship of their pupils and sent them home for the signature of their parents; and, at the end of the term, to the superintendent for inspection. The results have been quite satisfactory. If teachers were required by law to adopt the system of monthly reports, its advantages would soon be generally apparent. It might seem at first to tax the teacher with extra labor, but it would also save labor in the management and discipline of the school.

Four school houses have been built, and some have been repaired and enlarged. Three new districts have been formed and organized. The new buildings erected are of wood, substantially built, located, planned and finished with judicious reference to the wants of a school.

Our people seem generally inclined to have good school houses and to keep them in repair. They are not all as well furnished as they ought to be, and some are not inclosed. Only a few can be met with which have not some claim to fitness and decency.

It is gratifying to observe that in respect to reading books, spellers and arithmetics, there are now in the county, in general use, only two series, viz: Saunders' and the National readers and spellers, and Davies' and Robinson's arithmetics. In respect to other text books there is still a lamentable want of uniformity, there being in some schools not less than four kinds of geographies, and nearly as many kinds of grammars. It would seem in such cases to be the duty of the district boards to retain one and reject the rest. Penmanship is too much neglected in our schools. Pa-

rents are slow in procuring stationery for their children, and teachers are not earnest in their efforts to teach this indispensable art.

There is much complaint of the neglect of district boards to attend to the duties required of them by law. It should be remembered that gratuitous service is irresponsible, and not often faithfully rendered. As school officers receive no pay, they do not feel obligated to work; if allowed reasonable compensation, they would serve the district more willingly. Their duties are various; they must take care of the property of the district, and provide for the wants of the school; they must look up and hire teachers; they must keep the financial accounts of the district, and supervise and inspect the school. These various duties are generally performed, when done at all, by the district clerk. Much of his time is required to do what ought to be done, and his time is as valuable to him as to the district. Men who are competent and responsible can seldom be found to fill this office without compensation, and without such men, in the office of district clerk, the affairs of the school district will be loosely managed. Here and there we meet with a model district clerk, who is himself a "host" in his district; who makes his school a kind of hobby. He does all work seasonably and well. He is careful in his selection of a teacher, but when once employed he sustains and encourages him in every well directed measure; he infuses his own zeal into the hearts of the teacher, parents and children, and to crown his useful labors of the year, he makes out his annual report with accuracy and neatness, exhibiting to the public facts of interest relating to the condition of his school and a nicely balanced account of the receipts and disbursements of the public funds.

Such district clerks are much needed. They would add incalculably to the efficiency of our district schools, and greatly relieve the burdens of the teacher.

A. H. WELD,
County Superintendent.

SAUK COUNTY.

In the twenty-two towns in this county there are one hundred and fifty-four schools. Among these, since the first of January, the commencement of my term of office, I have made one hundred and ten visits. During the winter term I called upon the board of each district, and usually succeeded in getting one or more of the members to enter the school with me.

I could then point out to them whatever I thought worthy of commendation in the general management of the school, or call their attention to defects in the same, in the school building and its surroundings, lack of apparatus, furniture, etc., with a hope, in many instances, of producing reform.

I spent half a day in each school, with a very few exceptions, not attempting to visit more than two schools per day. Thus I had time and op-

portunity to determine the character of the school, its advancement, and the teacher's method. In nearly every school, I conducted one recitation or more, for the purpose of testing the thoroughness of the instruction, and of correcting faults in the teacher. My own method was never presented as a *model*, but as a *hint* to something better than had been practiced hitherto.

This county is too large to admit of a thorough supervision by one man. One hundred and fifty-four schools, scattered over an extent of territory, forty miles in extreme length and nearly that in extreme breadth, certainly furnish more work than one superintendent is capable of performing with any credit to himself, or lasting benefit to the schools. There are two assembly districts in the county, and if each constituted a superintendent district, I am fully persuaded that the usefulness of the present system would be doubly augmented.

Documents received from my predecessor show that in last fall's examination certificates were granted as follows :

1st grade, 1 ; 3d grade, 96 ; total, 97.

Of these 19 were limited. These papers do not show the number that applied for certificates, nor any other facts, connected with the examinations, besides those already cited.

Last spring, I appointed and held examinations at six different places. Whole number of applicants, 177. Certificates were granted as follows :

1st grade, 1 ; 2d grade, 1 ; 3d grade, 106 ; limited, 25 ; total, 133.

During the last of these examinations, the heavy rains set in, which carried off nearly all the bridges, and on that account, many were unable to attend. Consequently, private examinations were afterwards granted to those who furnished this as a reason for not attending one of the public examinations. Upon these examinations 18 certificates were granted ; one limited ; remaining in force until next spring, 126.

For three years prior to my term of office I was absent from the county, and therefore, unacquainted with the standard of the schools.

Hence, I cannot, so far as my own observation goes, speak with any certainty as to their progress this year over last. Perhaps we may gain a partially correct idea of this, however, if we compare a few items in the reports of the last two years.

We find then, that in 1865, the number of children over 4 and under 20 years of age who attended school during the year, was about 79 per cent. of the whole number, of school age in the county. During the past year the per cent. was about 66 1-2, showing a decrease of 12 1-2 per cent.

The number of days taught by a qualified teacher in 1866, was 4,234 1-2 days *less* than the number taught in 1865.

In 1865, the per cent. of attendance (in days) was about 29 ; in 1866, 39 ; increase, 10.

The average wages paid teachers in 1865, per month, was \$25.84 ; in 1866, \$28.24.

In 1865, the amount raised by taxation, for school purposes, was \$18,871.36 ; in 1866, \$21,781.86 ; or \$7,910.50 more in the latter than in the former year.

Assuming that these reports are correct, these facts, so far as they go, prove that we are not much, if *any*, in advance of last year.

The statistics I have gathered from personal inquiry, concerning the schools I have visited, do not vary greatly from those above given, except, perhaps, in the number of scholars in attendance, which does not amount to one-third of the number registered. The hop interest throughout the county, is perhaps the cause of this sparse attendance. Nearly all the children, male and female, who are old enough, are kept at home to work in the hop fields. I know no remedy for this evil, except a system of compulsory attendance, which I earnestly advocate.

A great change has occurred among the teachers. Many old and experienced ones have abandoned the profession, and engaged in other pursuits, leaving their places to be filled by inexperienced teachers, whom district boards have usually employed in preference to better ones, merely because they could secure their services for less wages. But many are beginning to see the evils arising from such a policy, and to apply to the superintendent for well qualified teachers.

No new buildings, that I have any knowledge of, have been erected during the past year, and probably no improvements have been made beyond the ordinary repairs. Yet, in several districts, steps have been taken towards building new houses.

In the ninety-five districts I have visited, there are but *three* good buildings. Many of the others are old and dilapidated. Nearly all, illy arranged and incommodious, and a few are almost worthless, even as a protection against the weather. It is strange, but nevertheless true, that the building which should be the best in the district is, in many instances, the poorest. But these were erected in primitive days, when the patrons were unable to do better. Doubtless they will soon give place to new, improved and substantial houses.

R. B. CRANDALL,
County Superintendent.

TREMPEALEAU COUNTY.

There have been forty-four schools maintained in the county during the past year. One thousand, three hundred and fifty-eight pupils between the ages of 4 and 20 years have attended these schools during their several terms. The time of holding schools in the various districts has varied from three to nine months. The union school at Trempealeau has three departments with an average attendance of about 40 pupils in each department. The school at Galesville had an average attendance of about 60 during the summer term. This school will commence the next year with two departments. Other schools in the county vary from 50 to 13 pupils daily during their several terms. Most of these schools are in a thriving condition, while a few, from various causes, but generally from a disagreement among different members of the districts regarding locality, etc., are not what they might be under more favorable circumstances. As

a whole I believe the schools of Trempealeau county are not behind those of the neighboring counties of the state.

THE TEACHERS.

Eighty-five applicants for certificates have been licensed to teach in the various districts of the county during the school year. Of this number, eighty-three were of the third, and two of the first grade. Seventy-one were granted to females and fourteen to males. Thirteen were granted for six months, or limited to particular districts. Twenty-three applicants were refused certificates from January 1, 1866, to September 1, 1866, and sixty-two granted during the same time. The ages of teachers vary from 50 to 15 years. The average wages paid male teachers was \$36.04. The average wages paid female teachers, \$25.42.

While a few of the teachers in our county have failed to make themselves profitable to their employers, quite a large majority have done well, and a few have proved excellent. Could they have the advantages of attending teachers' institutes and associations, I think it would greatly improve them and bring about a more uniform system of instruction, and enable our county to keep pace with the educational progress of older counties.

THE PEOPLE.

At heart, the people of our county feel a deep interest in education; but there is so much physical labor to be performed in a new country, that the educational interest is quite likely to be neglected; and, in neglecting this, they appear careless of that which is of vital importance to their mental and moral welfare. What they can do with their hands they do with a will. I have known a school district organized, a school house erected, and a teacher employed and at his work, all in a week's time.

The foreigners of our county are not behind the native citizens in the matter of education. One of the best country school houses in the county, and one of the three sites of well inclosed grounds, is in a Norwegian settlement. The pupils of this district make up by dint of close application for the disadvantages under which they labor in learning a new language; their progress being fully equal to that of the children of native citizens.

SCHOOL HOUSES.

The school houses of our county vary in valuation from \$8,500.00 to \$50.00. Several new school houses have been erected during the past year, and there is a prospect that others will be built during the coming year.

DUTIES OF THE COUNTY SUPERINTENDENT.

The practice of the superintendent is to visit all the schools once, and

as many of them as practicable twice during each term. These visits, together with the spring and fall examinations and other various duties, occupy all of his attention and the largest portion of his time during the year.

S. S. LUCE,
County Superintendent.

WALWORTH COUNTY.

Since the first of September, 1865, there have been granted in this county four first grade, one second grade, and one hundred and eight-four third grade certificates.

I can only give particulars regarding the spring examinations of 1866. Five public examinations were held, at which there were one hundred and eighty applicants for certificates, three for second and the remainder for third grade. The standard required was the same as that of my predecessor; for first grade eighty, second grade seventy, and third grade sixty per cent. in each branch. A rigid adherence to this standard made it necessary to issue limited licenses for certain districts.

The whole number to whom certificates were granted, was one hundred and three. Number rejected, seventy-seven. Several of those rejected were considered too young for teachers. The number who obtained certificates were fifty-seven per cent. of the number of applicants. One received second grade, sixty-three third grade, and thirty-nine limited certificates.

I am sorry to report such an item as the last. It is to be hoped the number will be smaller in my next. There are too many who are satisfied with any kind of a license that will enable them legally, to pass their time in school houses as teachers.

During the past summer fifteen have been engaged as teachers without certificates. The new law was passed none too soon for this county.

The great lack among a large class of teachers in this county is *earnestness* in their work, which would induce them, not only to obtain a better education, but a knowledge of the art of teaching. The carelessness and indifference of many teachers is startling, when we consider the work they have undertaken.

We sadly need a more earnest and efficient class of teachers, and I am glad to say, I think we are obtaining such, even though it be slowly.

The more rigid system of examination inaugurated by my predecessor, which I have endeavored to maintain, has accomplished at least two good results. First in discouraging many who lack the necessary energy to fit themselves for teaching. Second. In raising the compensation of those who are really interested in the work.

It gives me a great deal of satisfaction to report so great an improvement in this respect as regards female teachers. I really think in most districts a good female teacher is *preferred* to a poor or indifferent male.

The ridiculous idea, that of two teachers of equal capacity to teach, one should work for half the amount of compensation the other receives, only because one is a woman and the other a man is fast losing currency. At all events we will try and do away with it entirely. I think competent lady teachers will receive from twenty-five to thirty-five dollars per month and board the coming winter. There is a growing disposition to secure capable rather than low priced teachers, they being the only cheap ones.

This is evident from the fact that the services of those whose success is well known, are secured many weeks previous to the opening of the schools. The old question which we as teachers used always to expect first, "What do you ask?" is not so frequently heard.

There is too little interest *manifested* by patrons, in visiting schools; still many teachers report a fair number of visits every month. I think there is some improvement in this respect.

Not many districts report any expenditure for apparatus of any kind. I think this in a great measure the fault of teachers. There are more willing to do without than to make the effort to obtain these great auxiliaries of a successful teacher. With many, outline maps, globes and charts are of no benefit. They do not seem to know, nor will they take the pains to learn, how to make successful use of them. With such it would be of little use to furnish school rooms with apparatus. The only result would be the destruction of the same by scholars. I am sorry to say I have seen such cases. When teachers feel the importance of school rooms being properly furnished, more of them will be. The people must be educated, and this is in some measure the work of the teacher. In no case have I known a thoroughly earnest teacher to make the effort to obtain maps or charts and fail.

Since the first of January I have made one hundred and seventy-five visits among the schools of the county, and in most cases I have found teachers trying to do well, and the majority succeeding.

I cannot forbear mentioning the following country schools of the past summer, as worthy of special commendation, on account of the earnest, well direct labors of the teachers:

Joint district No. 1, Spring Prairie, Miss Rosie C. Swart, teacher.

District No. 9, Spring Prairie, Miss Sarah Willis.

District No. 12, Spring Prairie, Miss Julia Chamberlain.

Joint district No. 4, Lyons, Miss Fanny Kinney.

District No. 8, Sharon, Miss Mary E. Bloss.

District No. 3, Whitewater, Miss Ada A. Hamilton.

District No. 8, Richmond, Miss Hattie L. Earlow.

District No. —, La Fayette, Miss Susan Williams.

We have eight graded schools in the county, five of them are doing finely. We have lost the services of several of the most efficient teachers we have ever had in the county; and as in some cases the loss was sustained rather than give a fair compensation, it is to be felt the more keenly. I think the majority of teachers get all they earn, but there are some whose services can hardly be measured by dollars and cents—at least so few of them as are usually given.

The teachers to whom I referred are Mr. Smith, of Geneva; Mr. Parker, of Delavan, and Mr. Cutler, of Elkhorn. Mr. Smith has had the good

sense to find places in Janesville for five or six of our best female teachers. We can hardly thank him for it, though we admire his wisdom and good taste.

The following has been done in the way of school buildings the past year.

The people of Delavan have made a fine new building by additions to the old one, at an expence of between nine and ten thousand dollars, making it worth about fourteen thousand dollars. The building is nearly ready for use, and I think there is no finer school house in any village of the same size in the state. This improvement is owing in a great measure to the earnest, persistent efforts of Mr. Parker, who has taught in Delavan the past four years with very marked success.

Geneva has laid the foundation, and will early next season, complete a fine edifice at an expence of ten to twelve thousand dollars. Mr. Smith's strong will and earnest, thorough labor have been marked by this result. I think this is not saying too much.

Elkhorn has raised ten thousand dollars, and will next year erect a fine building.

Whitewater sadly needs a better and more commodious building, but as the village gave twenty-three thousand dollars last summer for the normal school, there will probably be nothing done at present.

Joint district No. — of Geneva has built a very nice house, at an expence of one thousand dollars. It will, when completed be the best country school house in the county.

I shall be able to report the erection of several new buildings among the country districts next year.

I think the people of this county are ready for the township system, and I hope the next legislature will at least allow its adoption.

The interest in educational matters is steadily on the increase, and we have every reason to look hopefully to the future.

ORVILLE T. BRIGHT,

County Superintendent.

WASHINGTON COUNTY.

The people of this county do more and more appreciate the free school institutions of our state, which is proved by the fact that they build new and good school-houses, increase the teachers' wages and vote, even in districts that never did it before, money to buy outline maps; have blackboards and other utensils for the use of their schools.

Our teachers also show a satisfactory improvement in regard to knowledge, as well as to practical teaching. The majority of the school districts vote for male teachers for the winter schools, believing that they, as far as the conduct of a school is concerned, can work with more effect, &c, than female teachers.

I examined during the previous year 140 teachers. The average standing was from 6 1-2 to 7 1-2 on a scale of ten.

I trust the next legislature will not enact any more school laws, as the present ones are not yet fully understood and carried out by many school boards.

FRED. REGENFUSS,

County Superintendent.

REPORTS OF CITY SUPERINTENDENTS.

CITY OF BEAVER DAM.

The public schools of this city, have been in successful operation during the past year.

Our city is divided into four wards. The school year consists of forty weeks, and is divided into three terms.

The first term commences on the first Monday in September, and continues until the Friday next preceding christmas.

The second term commences on the first Monday after new year's day, or on the first Tuesday, if new years should occur on Monday, and continues until the fourth Friday in March.

The third term commences on the second Monday in April, and continues twelve weeks.

A public examination of all the schools takes place during the last week of each term.

An examination for the advancement of pupils into higher grades, and departments, takes place during the last week of the school year.

The public schools of this city are divided into four departments as follows : primary, intermediate, grammar and high school.

Each department consists of three grades, namely : first, second, and third.

There is a primary school in each of the four wards, an intermediate in the second and fourth, and a grammar and high school in the second ward.

There are ten teachers employed in the different departments ; a principal who has charge of the grammar and high school, with two female assistants ; all the other departments are taught by female teachers.

The principal is paid, per year,.....	\$1,000
Two female assistants, each,.....	\$320..... 640
" intermediate teachers, each,.....	280..... 560
Four primary teachers, each,.....	240..... 960
One assistant intermediate,.....	240..... 240

Making the amount of teachers' wages.....\$3,400

There are suitable and commodious school buildings, owned by the city, in all the wards but one, and appropriations have been made to build in that the ensuing year.

The appropriation for the past year amounts to \$4,539. For the ensuing year to \$5,000.

The number of children residing in the city, according to last census, over four and under twenty years of age was 1158, of which number 546 were males, and 612 females.

The whole number of scholars that attended the public schools, during all or part of the year, was 687. Average number 547; leaving a balance of 471 children outside of the public schools. A large proportion of this number, however, are in attendance at other schools in the city, namely: about sixty have been instructed in Wayland University; one hundred and ninety (190) German and Irish children have attended St. Mary's, and about thirty the Lutheran school, making 280—added to 687, makes 967—leaving only 191 out of the whole number of children, as reported in the city, as not having attended school during some part of the year.

ELI BOTSFORD,

City Superintendent

CITY OF LA CROSSE.

We have in this city two graded schools, each having three departments—grammar, intermediate and primary. For these two schools ten teachers are employed—two male and eight female—and have been fortunate in securing the services of a good and efficient corps of teachers at the lowest "market prices;" \$800 and \$900 per annum for the male teachers, respectively, and from \$300 to \$350 for female teachers. They all exhibit a commendable interest in the improvement of their several departments and are bringing the schools up to a high grade considering the many disadvantages under which they labor. As is universally the case throughout the state, so far as my knowledge extends, there is a deplorable lack of interest among the citizens and patrons of our schools which are seldom visited, and apparently as seldom thought of.

The subject of erecting a suitable building for the purpose of a high school, has been considerably agitated for the last few months, and we are in hopes of having such a school established, to accommodate the students as they finish the course in the grammar departments of the ward schools, within the next year. The need of such a school is very generally acknowledged and severely felt.

There are in this city, as will be seen from the report sent you some time since, 1584 children between the ages of four and twenty years, of whom 680 attended the public schools during the last year, or something less than 43 per cent. of the whole number. I have every reason to believe that if our school facilities were improved, as the necessity seems to demand, this attendance would be materially increased. There are, however, two denominational and two private schools, which will of necessity draw largely upon our public schools, but many now attend solely because there is no room for them elsewhere.

It is but just to state here, however, that our city has endured a great

amount of taxation, for the last four or five years, and now that the "cruel war is over," and the taxes begin to assume their ordinary proportions, and the attending excitement has given place to the thoughts of local improvement, I have every reason to believe that the people in this beautiful and thriving city will make steady and constant efforts to improve our educational facilities, and establish in the city of La Crosse a system of schools that will in every way meet the demands and be worthy the intelligence of her people.

J. E. ATWATER,
County Superintendent.

CITY OF MADISON.

The public schools of Madison are divided, for distinction's sake, into five grades, viz : Primary, Intermediate, Grammar, Senior Grammar, and High School. Every grade consists of a two years' course. The course is as follows, viz :

COURSE OF STUDY.

PRIMARY GRADE.

FIRST YEAR.

First Term.—Alphabetical Charts.

First Reader.

Oral instruction on form, color, flowers, morals and manners; physical exercises and singing.

Second Term.—First Reader.

Oral Arithmetic.

Oral instruction on parts, color, plants, animals, morals and manners; drawing on slate and blackboard; print reading lessons; singing and physical exercises.

Third Term.—First Reader.

Oral Arithmetic.

Oral instruction on parts, size, qualities, trades and professions, morals and manners; slate and blackboard drawing, and printing; singing and physical exercises.

SECOND YEAR.

First Term.—Second Reader.

Oral Arithmetic.

Home Geography.

Oral instruction on form, trees, plants, foreign productions, morals and manners; drawing and printing; singing and physical exercises.

Second Term.—Second Reader.

Oral Arithmetic.

Home Geography.

Oral instruction on form, size, color, weight, five senses, morals and manners; drawing and printing; singing and physical exercises.

Third Term.—Second Reader.

Oral Arithmetic.

Primary Geography.

Oral instruction on common things, morals and manners; recitation of multiplication table, and printing it on slate and board; singing and physical exercises.

INTERMEDIATE GRADE.

FIRST YEAR.

First Term.—Third Reader.

Primary Geography.

Primary Arithmetic.

Oral instruction on animals, trees, plants, morals and manners; slate and blackboard exercises in adding numbers; concert recitation of multiplication table; sentence making, with punctuation, definitions and spelling; singing and physical exercises.

Second Term.—Third Reader.

Primary Geography.

Primary Arithmetic.

Oral instruction on foreign and home productions, morals and manners; slate and blackboard exercises in adding numbers; concert recitation of multiplication table; map drawing; sentence making, with definitions, marks of punctuation and spelling; singing and physical exercises.

Third Term.—Third Reader.

Primary Geography.

Primary Arithmetic.

Oral instruction on foreign and home productions, morals and manners; slate and blackboard exercises in addition; concert recitation of multiplication table; sentence making, with definitions, punctuation and spelling; singing and physical exercises.

SECOND YEAR.

First Term.—Third Reader.

Geography and Map Drawing.

Intellectual Arithmetic.

Oral and Written Spelling.

Oral instruction on miscellaneous topics, biographical sketches, morals and manners; sentence making with punctuation, use of capitals and definitions; declamation once in two weeks; singing and physical exercises.

Second Term.—Fourth Reader.

Geography and Map Drawing.

Intellectual Arithmetic.

Oral and Written Spelling.

Oral instruction on miscellaneous topics, biographical sketches, morals and manners; sentence making with punctuation, use of capitals, and definitions, singing and physical exercises; declamation once in two weeks.

Third Term.—Fourth Reader.

Intermediate Geography.

Intellectual Arithmetic.

Oral and Written Spelling.

Oral instruction on miscellaneous topics, biographical sketches, morals and manners, map-drawing, sentence making and composition; declamation once in two weeks, singing and physical exercises.

GRAMMAR GRADE.

FIRST YEAR.

First Term.—Fourth Reader.

Practical Arithmetic.
 Mental Arithmetic.
 Geography and Map Drawing.
 Oral and Written Spelling.
 Penmanship.

Oral instruction on sound, light, water, air, morals and manners; sentence making, with composition; vocal music; declamation and composition once in two weeks.

Second Term.—Fourth Reader.

Practical Arithmetic.
 Mental Arithmetic.
 Geography and Map Drawing.
 Oral and Written Spelling.
 Penmanship.

Oral instruction on topics selected from natural history; morals and manners; oral grammar and sentence making; vocal music; declamation and composition once in two weeks.

Third Term.—Fourth Reader.

Practical Arithmetic.
 Mental Arithmetic.
 Geography and Map Drawing.
 Oral and Written Spelling.
 Penmanship.

Oral instruction on topics selected from natural history, morals and manners; oral grammar and sentence making; vocal music; declamation and composition once in two weeks.

SECOND YEAR.

First Term.—Fifth Reader.

Practical Arithmetic.
 Mental Arithmetic.
 English Grammar—Introduction.
 Science of Common Things.
 Spelling and Penmanship.

Oral instruction on properties of matter, laws of motion, physiology and hygiene; historical sketches; composition and declamation once in two weeks; vocal music.

Second Term.—Fifth Reader.

Mental and Practical Arithmetic.
 English Grammar—Introduction.
 Science of Common Things.
 Spelling and Penmanship.

Oral instruction on properties of matter, laws of motion, physiology and hygiene; historical sketches; composition and declamation once in two weeks; vocal music.

Third Term.—Fifth Reader.

Mental and Practical Arithmetic.
 English Grammar—Introduction.
 Science of Common Things.
 Spelling and Penmanship.

Oral instruction on properties of matter, laws of motion, physiology and hygiene; historical sketches; composition and declamation once in two weeks; vocal music.

SENIOR GRAMMAR GRADE.

FIRST YEAR.

First Term.—Sixth Reader, with Elocutionary Exercises.
 Practical Arithmetic.
 Mental Arithmetic.
 High School Geography.

Second Term.—Sixth Reader, with Elocutionary Exercises.
 Practical Arithmetic.
 Mental Arithmetic.
 English Grammar.

Third Term.—Sixth Reader, with Composition.
 Practical Arithmetic.
 Mental Arithmetic.
 English Grammar.

Oral instruction each term according as the teacher may direct.

SECOND YEAR.

First Term.—Higher Arithmetic.
 English Grammar.
 History of the United States.

Second Term.—Higher Arithmetic.
 English Grammar.
 History and Constitution of the United States.

Third Term.—Elementary Algebra.
 English Analysis.
 Physiology and Hygiene.

Composition and declamation throughout the year as the teacher may direct.

HIGH SCHOOL GRADE.

FIRST YEAR.

First Term.—Elementary Algebra.
 Physical Geography.
 Physiology and Hygiene.
 History (Outlines of).

Second Term.—Higher Algebra.
 Physical Geography.
 Natural Philosophy.

Third Term.—Higher Algebra.
 Book-Keeping.
 Rhetoric.
 Natural Philosophy.

Declamation and composition throughout the year, as the teacher may direct.

SECOND YEAR.

First Term.—Higher Algebra.
 Rhetoric.
 Botany.
 Zoology.

Second Term.—Geometry (Plane).

Political Economy.

Mental Philosophy.

Ancient History.

Third Term.—Geometry (Spherical).

Geology.

Astronomy.

Moral Philosophy.

Declamation and composition throughout the year, as the teacher may direct.

Latin, French and German may be pursued by those who wish, in connection with or in place of such other studies of the course, as the Principal may designate. Greek (subject to the same limitations) may form a part of the course for the second year.

There are enrolled in the different grades, about one thousand different pupils, out of a census of over three thousand children between the ages of four and twenty years. No children are admitted to the schools under five years of age. There are several hundred, no doubt, in the private and parish schools, so that there are probably about fifteen hundred children attending school in the city. Many more would be enrolled in the public schools were the school room accommodations sufficient; more than half of those in the primary grade attend school but half a day because of a want of room.

The board have in their employ one superintendent, who is also principal of the high school, and one male teacher who has charge of the fourth ward school, and fifteen ladies. The superintendent receives a salary of \$1,500, the principal of the fourth ward school \$1,000, two ladies \$140 each, eight ladies \$400 each, five ladies \$320 each. By a rule of the board, these latter when they enter upon their third term, receive \$400 each.

The above salaries entitle the board to the services of the teachers for five days and a half every week.

All teachers employed by the board must pass a satisfactory examination before the superintendent and the committee on teachers, and their election is limited to a single term, at the end of which they will be re-elected if they have discharged their duties to the satisfaction of the board. The board think it better for the schools to limit the election of their teachers to a single term. All teachers, too, must pass a written examination in the common branches once a year at least, and the result of the examination is reported to the board with a recommendation for some action. Such examination shall take place within one week of the close of a term. Every Saturday morning a meeting of the teachers is held, and this meeting is regarded as a school session, and absence therefrom is considered the same as a half day's absence from school. At those meetings the teachers read and compare the weekly reports of their schools, discuss subjects pertaining to their daily labors, consult with the superintendent on matters upon which they desire advice, engage in recitations in the branches they teach, compare views upon methods of teaching and discipline, and converse with each other socially. Without such meetings no uniformity could be secured in a graded system. Our board are so thoroughly convinced of their utility that no argument could induce them to discontinue them. If nothing more were gained on the part of teachers than a personal acquaintance with one another, it would well pay to hold them.

One of the greatest obstacles in the way of progress in our schools has been a want of room, but this has been to a great extent, though not wholly, removed by the building of the fourth ward school house on the shore of third lake, a structure which is an ornament to the city, and which does credit to all who had a part in planning, or a hand in executing so fine a piece of workmanship. The house will accommodate two hundred and fifty-six pupils. The means of exit from it are ample, the ventilation good, the grounds commodious, and its exterior and interior in most excellent taste. The board intend to build a similar building another summer in the second ward. It is worthy of remark, in passing, that the erection of the fourth ward school house, has had much to do in giving an impulse to the interest felt by our citizens in our schools.

Our city very much needs a high school building, but the board has ever acted on the principle that the lower grades of the schools claimed their first attention. I think they are right. They, however, propose to make arrangements to put up a building for the high school as soon as they can supply the wards with buildings suited to their necessities. We have a board of education alive to the wants of the city in the matter of popular education. They are among our most active business men, who are jealous of the reputation and honor of the city, and of the rank it holds among our sister cities, and nothing will be left undone on their part to make the school buildings and schools of Madison compare favorably with other graded systems in the country.

My connection with the system has been so short, that I do not feel like entering upon the discussion of many points that would be of interest, and which might, perhaps, be profitable. The way to make progress in the educational interests of Wisconsin, is for the central points to contribute the results of their experience and observation, for the information of all. It will be a task of mine to discharge this duty so far as I am able, and to add my feeble but hearty efforts to advance the educational welfare of the great and growing Northwest.

B. M. REYNOLDS,
City Superintendent.

CITY OF MILWAUKEE.

In compliance with your request, I have the honor to submit the following statement, showing the condition of our city schools at the close of the school year (Aug. 31, 1866), as compared with the year ending Aug. 31, 1865.

1865.	School census.....	20,055	1866.	.....	20,357	.....	Gain 302
"	No. teachers.....	77	"	.....	86	.....	" 9
"	" enrolled.....	7,020	"	.....	7,968	.....	" 948
"	" belonging.....	4,318	"	.....	4,634	.....	" 316
"	" daily attendance.....	3,282	"	.....	3,829	.....	" 547

The number belonging and daily attendance is the average for the year.
The average number belonging for Sept. and Oct. 1866, was 5,393.

Average daily attendance 4,433. The school census shows an increase of only 302. Teacher's reports show an increase of over 1000 in our schools. This increase has been going on steadily throughout the year; each month has shown a larger number belonging and a better daily attendance than the month before, while the cases of absence and tardiness have decreased. The amount expended during the year was \$48,351 41. The cost of instruction per scholar, estimated on the number enrolled, was \$6 07, on daily attendance \$12 63. In 1865 it was \$6 53 and \$13 96.

There are nine ward schools and seven branch schools. Thirteen of the school-houses are owned by the city. The lots owned by the city and occupied for school purposes, are valued at \$41,700. The highest valuation of any one lot is \$4,000; lowest \$100. The total valuation of school-houses is \$150,500. Two are valued at \$25,000 each; one at \$20,000; three at \$16,000 each; one at \$10,000; two at \$8,000 each. The remaining buildings at from 1 to \$3,000. The furniture in the buildings is valued at \$22,700, making the total valuation of school property about \$216,000. There were 101 cases of suspension for absence; 31 for bad conduct and 8 for being absent from a regular examination; 107 of these were restored. There were 51 cases of discipline referred to superintendent by teachers. These were arranged by consultation with parents. During the past year a large and beautiful school-house has been erected in the third ward. This building is estimated at \$20,000 in the valuation given above. Its actual cost (furniture included) is about \$26,000. Arrangements are now being made to erect branch schools in the 5th and 6th wards, which will cost between 3 and \$4,000. Branch schools will have to be opened also in the 2d and 9th wards.

You will see from the above that our schools are in a thriving condition. It affords me pleasure to be able to state that both teachers and pupils are exhibiting a quiet energy in their legitimate school work that is highly commendable.

F. C. POMEROY,

City Superintendent.

CITY OF OSHKOSH.

In accordance with your request I send you the following report of the schools of the city.

During the past year (I think I can safely say) there has been a manifest and continued improvement in the schools of our city generally. A more thorough discipline and scholarship has been secured and a commendable zeal on the part of teachers of the various departments to make their schools as successful as possible.

In reference to the ward schools, they are the same as last year, except that one new building has been erected and a new primary school commenced in the third ward. The other wards have each their own primary

and intermediate departments. They are all under the direction of successful teachers and making good progress. A large class was sent to the grammar school at the beginning of the past term who were all subjected to a thorough general examination for admission. The grammar school is well established and arranged in classes, where all the ordinary English branches are completed.

The high school is still held in rooms secured for that purpose, but not well adapted for such a use; however, this is merely a temporary necessity, as the city is now erecting a very fine structure with all the modern improvements, and it is a model of architectural beauty, which will place Oshkosh in the very front rank of western cities so far as school accommodations are concerned. The high school is designed, as its course is now fixed, to give a thorough, practical and disciplinary training for business or professional men, with the addition of the languages so far as to prepare students for a college course. The pupils are arranged in four classes, embracing the usual branches pursued in seminaries and the best high schools. A most thorough and rigid examination (both oral and written) is required at the close of each term and in passing from class to class, and all who are not qualified are allowed the privilege of marking time until they have made the suitable proficiency. Absence and tardiness, except for sickness, have been almost entirely broken up by the strict measures adopted. The following is the report of the term just closed for the grammar and high school:

Attendance,.....	98
Departments,.....	88.4
Scholarship,.....	87.9
General average,.....	91.4

During the past term some apparatus has been purchased for the illustration of chemistry and natural philosophy; so that in the former we are enabled to have a quite complete course of experiments. There are now employed in the schools, in all, twenty teachers, all ladies except the principal of the high school. Visits from patrons and parents are still somewhat angelic in number, but I think there is a gradual improvement, and on the whole an increasing interest in our schools on the part of the community.

K. M. HUTCHINSON,
City Superintendent.

CITY OF RACINE.

In compliance with your circular letter I would say, that the brief time which has elapsed, since I entered upon my duties as principal of the Racine high school, prevents me from making an extended report of the schools in this city for the past year. I respectfully submit the following facts and statistics which I have gleaned from the records of the year ending August 31, 1866.

According to the school census, taken in August last, the number of male children, between the ages of 4 and 20 years, was 1404, and of female children of corresponding ages 1498; total of both sexes 2902.

Of the above number, there were enrolled upon the school register 2087, and in addition, 3 were registered who were above 20 years of age, making the total number, who attended school during the year, 2040.

The whole number of days, during which the schools were in session, was 200. The total number of days' attendance of different pupils for the year was 231,780, giving an *average daily attendance* of 1158, while the *average* number belonging to the schools was 1252.

From the above figures the following per cents. will be readily obtained, viz :

Per cent. of attendance on average number belonging to schools,	92
Per cent. of school enrollment on school census,.....	70
Per cent. of daily attendance on school census,.....	89

These statements show that there were 862 children that did not attend our public schools, and on an average only about *two-fifths* of the children, recorded in the census, availed themselves of the advantages provided for them. Many of these, doubtless, were between the ages of 4 and 6 years; and far be it from me to advocate the substitution of the school room for the nursery.

The city is divided into five school wards, and one mixed school located near the city limits.

Each division has one school building containing one grammar school and one or more primary schools.

The building in the second ward contains seven departments. In the basement were two primary schools; on the first floor were two primary, one intermediate, and one grammar school; while the second floor was occupied by the high school. The number of teachers, in charge of separate departments, was 18, aided by 7 assistants; but by exchanges, the number of different persons, employed in teaching, was 33.

The salary of male teacher (there was but one) was \$150 per month.

The averaged salaries of female teachers were \$30.23 per month. Tuition per scholar \$5.92.

In the high school building is a public library, (the principal of the high school acts as librarian), containing 1500 volumes of carefully selected works. This is a source of great improvement to the members of the school, affording ample and ready reference upon almost any topic.

The six school buildings are arranged to accommodate 1260 pupils, and contain 3760 square feet of blackboard.

During the year, the primary school teachers carried into successful operation the "course of study" which had previously been marked out for them, thus securing a systematic gradation from the lowest primary school to the *graduating class* in the high school.

T. N. SNOW,

Principal of High School and Ass't Sup't.

CITY OF WATERTOWN.

In addition to the statistical report, which will be forwarded to your office by the county superintendent of Jefferson county, I deem it my duty to submit for your consideration the following facts, showing the general condition of school matters in our city during the last school year. This report would be too lengthy, should I include all the facts that may deserve to be presented to you, touching our educational interests. Only such as seem to be the most important can be noticed.

During the last year no new school house has been built, but more or less repairs have been made where needed and our buildings are at present as comfortable for school purposes, as they can be, considering our means, still they prove so much too small for our increasing population that the necessary steps have been taken to commence with early spring the erection of a large building, which will, like our Union school house, No. 1, be furnished with all the essential modern improvements.

During the year there were employed, without much change, 17 teachers, 2 males and 15 females, most of whom have previously taught in the same schools, and are professional teachers.

Our schools are all thoroughly graded, all pupils of the same grade pursue the same studies at the same time and use the same text books.

Each of the three departments (primary, intermediate and grammar) is subdivided into three grades, besides we have a high school department, consisting at this time of one grade.

The primary grades are taught in seven different school buildings, the intermediate in four, the grammar and high school grades in one.

The rate per cent. of attendance in the upper grades is 90, in the lower grades it varies from 70 to 90.

The number of scholars enrolled in all the schools during the past year amounted to about 1100.

Most of our schools are well attended, the teachers earnest and zealous, our practice of informing the parents of the pupils' standing, deportment and attendance at the end of every term by printed reports, proves very efficient in disciplining and stimulating the scholars and interesting the parents.

Union school No. 1 is our model school, and therefore it may not be amiss to sketch its organism.

The building is of liberal dimensions, elegant and commodious, the rooms high, well aired and finely adorned with maps and pictures; the scientific apparatus numerous and well selected; the high school grade enjoys the use of a library and of many philosophical instruments; it also possesses an excellent melodeon to assist in teaching singing. The building contains all the grades above enumerated, except two, which are accommodated in a smaller building near by. The number of scholars at the present time is 595, who are taught by 10 teachers, all females, with the exception of the principal, Prof. Theodore Bernhardt, to whose energy, patience and eminent talent in conducting such an establishment, the success of the school is chiefly due.

The course of studies pursued in this school is based on the principles developed in "Well's Graded School." Drawing from the lowest to the

highest grade is made an important object of instruction ; though less than one half of the pupils are of German descent, more than three-fourths of all the scholars study the German language ; there were in the last term about 40 Latin scholars.

School matters have been progressing fairly during the last five years in this city. Many improvements have been successfully made before I was appointed to the office of superintendent, a uniform school grade had been instituted, the terms and vacations for all the schools reduced to a uniform calendar, uniform text books adopted throughout the city, the interest of the population gained in no slight degree. But still there was everywhere a lack of system and hence failures that might have been easily obviated. I therefore at once set about remedying this by insuring a system of reports that will hereafter allow us to dispense with the necessity of guess-work in making out annual school reports. The attendance in some of our schools being still very irregular, I have struggled and not without success against this, the most formidable disease by which schools may be, and public schools are so often afflicted. I have tried by all means within my reach to impress upon the minds of our parents that no trifling excuse should detain a child from attending school, both on his own account and on account of the great injustice which is done thereby to the school in general, for a pupil of irregular attendance and sinning frequently against punctuality disturbs the working of the school class of which he is a member, but still there are some parents who seem not to be aware of the mischief they are guilty of by indifference on their part to the regular attendance of their children.

It is my impression that something might be done by our legislature to insure a more regular attendance at our public schools. I am not prepared to advocate absolute compulsion, as my experience as a school officer for the last six years has given me ample occasion to perceive the impracticability of such a measure in our state, where help is still so scarce that some parents are compelled to keep their larger children from school sometimes, to assist in some work, that they could not accomplish otherwise. Still I have no doubt that some measures might be adopted by which irregularity and tardiness could be reduced to the smallest possible numbers. For cities and larger towns and villages especially a law could be enacted, authorizing school officers to decide the matter of excuses for staying from school, only granting such cases as in their opinion are unavoidable, and making parents pay some fine for keeping their children from school, without the special permission of the proper officer, appointed for such purpose.

In many states in Europe similar laws exist and have been applied with the best success for many years.

The board of education of this city contemplates at present the speedy establishment of an evening school, for the benefit of such boys and young men, that are by some regular employment unable to attend the public day schools. The object of this school is mainly the practical teaching of arithmetic, penmanship, orthography, book-keeping and such other branches in which young men are very often sadly deficient. I think this will prove to be a very good work and will soon be in operation.

The teachers' meetings which are held every second Saturday and at

which I generally preside, have been of much assistance in the discharge of my duties.

The law of this city, limiting the raising of school taxes to twice the amount received from the state school fund income, has proved quite insufficient in meeting our wants, and the board of education will therefore make some exertions to have it changed to a more liberal one by our next legislature.

WM. BIELER,
City Superintendent.

ANNUAL REPORT

*Of the Regents of the University of Wisconsin, for the year ending
September 30, 1866.*

To His Excellency, LUCIUS FAIRCHILD,

Governor of Wisconsin:

GOVERNOR:—Pursuant to the provisions of chapter 114 of the General Laws of 1866, entitled “An act to reorganize and enlarge the University of Wisconsin and to authorize the county of Dane to issue bonds in aid thereof,” I have the honor to submit to you the annual report of the “Regents of the University of Wisconsin,” appointed under that act.

The county of Dane having made provision for the issue of \$40,000 of bonds authorized by said act in aid of the university, the regents held their first meeting on the twenty-seventh day of June last, perfected their organization, received said bonds and succeeded to the custody of the books, records, buildings, and all other property of the university delivered to them by the former board of regents. Hence this report can only properly embrace the action of this new board of regents since their organization from June 27th to October 1st of the present year, and must be principally confined to the efforts made by them in the reorganization of the institution, and its present condition.

EXPERIMENTAL FARM.

By section 15 of the organic act it is provided that “immediately upon the organization of the board, it shall be their duty to make arrangements for securing, without expense to the state or to the funds of the university, suitable lands, in the immediate vicinity of the university, not less than two hundred acres, including the university grounds, for an experimental farm, and as early as possible thereafter, to make such improvements thereon as will render it available for experimental and instructional purposes in connection with the agricultural course in the college of arts.” In obedience to this provision, the board of regents, after a full and thorough examination of such lands as were offered to them for that purpose and such others as they believed could be obtained, have purchased for this experimental farm a piece of land embracing that part of section 14, in township seven north, of range nine east, which lies west of the universi-

ty grounds, and that part of section 23 in the same township and range which lies between the Sauk road on the south and the tract in section 14 adjoining on the north, also five town lots adjoining the university grounds on the south-west corner, comprising in all about 195 acres, and including Professor Read's and Mrs. Hobbins' stone and brick dwellings, at an aggregate cost \$27,054. Application has been made to the proper authorities for the vacation of the streets intersecting the town lots purchased, which will undoubtedly be granted.

The university grounds proper, heretofore belonging to the institution, contain 40 63-100 acres; they are contiguous to the above described piece and with it form *one* tract with an area of over 235 acres. The utility and advantage of having the experimental farm so closely connected with the institution of which it is to form an important part, must be apparent to every one. The land purchased is, according to the opinion and judgment of all such members of the board as are practically familiar with farming, and of all such persons as could be consulted by individual members of the board and as had given thought and study to the establishment of experimental farms, peculiarly well adapted for this purpose on account of the great many varieties and differences in its soil and location. It is to be borne in mind, that the object in view is the establishment of an *experimental farm*, where agriculture is to be practically taught by experimenting on different soils and location of the land, and *not a model farm*, where the best kind and largest quantity of particular products are sought to be obtained from a particular piece of land. The board believe that by this purchase they have secured to the university for a reasonable price the best possible piece of land for that purpose. The buildings too, which are upon the land, will be of great and immediate usefulness to the institution in its contemplated development.

The lateness of the season and other difficulties and disappointments which the regents met with in their endeavors to organize the institution, and which will be more fully referred to hereafter, have prevented them in this year from making any improvements upon the lands purchased by them; but they confidently expect that next year will see the experimental farm in practical operation.

HYPOTHECATION OF BONDS.

In order to meet the payments for the purchase of the land, the regents ascertained that they would be compelled to sell the bonds of Dane county donated to them for that purpose, at a discount of at least twenty per cent. This seemed to them a very unnecessary sacrifice, since a portion of the other funds of the university might with perfect safety and propriety be invested in these bonds, which bear the same interest that the university funds bring in other investments. The difficulty was, that the law now forbids such investment. The regents therefore made such arrangements, as will make it possible to save the loss of discount, if the legislature should sanction the proposed investment. They hypothecated \$36,000 of these bonds with several persons who advanced thereon eighty per cent. so conditioned that they should be redeemed by the 1st day of April, 1867. It is confidently expected by the regents that before that

date the legislature will sanction the investment of \$40,000 of the university funds in these bonds and will thus save the university \$8,000.

EMBARRASMENTS OF RE-ORGANIZATION.

No one at all familiar with the history of the state university can have failed to observe that one of the principal causes of its apparent want of success lay in the fact that the institution was attempted to be managed for many years without a chancellor, a necessity to which the former board of regents was compelled to submit to on account of the crippled financial condition of the institution, and the insufficiency of its income. It is true the new board found the university, so far as its available means of support are concerned, in scarcely a better condition, while the act of re-organization calls for a much more extended field of instruction than had heretofore been given; but considering the fact that the agricultural college fund had been given to the institution, which in a few years must considerably increase its income, that the annual expenses heretofore charged by the state for the management of its fund were in future not to be withdrawn from its resources, that the legislature had required the regents to undertake the re-organization upon this more extended plan, and that the people of the state began to manifest a more lively interest in it, the regents at their very first meeting, concluded that, to the extent of their ability, they would attempt the re-organization in the manner indicated by the organic act, trusting that the people, through their legislature, would not withhold substantial aid from the university, if it should appear that its present income is insufficient for its support. Hence they determined to commence the work of re-organization by first endeavoring to obtain the services of a fit and capable person as "president of the university," and then, by and with his advice and assistance, to elect the requisite instructional force and to prescribe the courses of study and the rules of management of the institution; and this course seemed to them not only eminently proper in itself, but actually commanded by section 7 of the organic law. Their first choice fell upon Hon. J. L. Pickard, formerly for many years superintendent of public instruction in this state, and now superintendent of schools at Chicago; but owing to some misunderstanding, or other circumstances, the regents were finally disappointed by Mr. Pickard's declining to accept the position tendered him. They next tendered the office of president of the university to Professor P. A. Chadbourne of William's College, Massachusetts, a gentleman whom they deemed in every respect well qualified and particularly fitted for the position, and of whom they had good reason not to expect a refusal. Unfortunately, circumstances beyond the control of the board of regents, finally induced Mr. Chadbourne, after he had twice visited the state at the solicitation of the board, and the last time with the expectation of accepting the place tendered him, to decline.

This threw the board of regents into great perplexity concerning the re-organization of the institution; the usual time for commencing instruction was near at hand; the hope of obtaining a president and with his advice to re-model and start the institution in time for the usual fall opening of instruction, had to be altogether abandoned, and practically, the regents

were compelled to decide upon the question whether they would, for the present continue the instruction in the university and its management substantially as it had been heretofore, or whether, in order to be able to commence anew, under the guidance of a proper executive head, they would suffer it to be closed. The latter course would have involved a loss of all those students who, having commenced their studies at the university, were intending there to finish them. It was known that a large number of young men throughout the state were anxiously waiting for the commencement of instruction here, it was supposed that the act of re-organization did not contemplate a cessation of instruction at the university for any unusual length of time, and therefore, for these and other reasons, the regents concluded to open the usual course of instruction on the 16th of October, to retain the faculty heretofore employed, and for the present to continue substantially the course of instruction heretofore given, with the addition of providing for a professorship of Agriculture and filling its chair.

FEMALE STUDENTS.

Section 4 of the organic law provides that "the university, in all its departments and colleges, shall be open alike to male and female students." The regents have encountered serious objections to this provision on the part of educational men and others, and they have become satisfied that an attempt to carry it out in its full scope would be injurious to the future prospects of the university. It is not deemed proper here to enter into a discussion of the question to what extent young men and women can safely and advantageously be educated in the same institution, nor is it here disputed that young women have an equal claim with young men to the facilities of education afforded by a state; but the regents are convinced that it would be extremely difficult, if not impossible, to secure the services of a thoroughly competent and experienced educational man at the head of the institution, if the law is not so amended as to give the board of regents the power to admit female students under such rules and regulations only as experience, prudence and the greatest good of the institution may dictate. It is not their desire to ask the legislature to exclude females from the university, but they wish to have the necessary authority for the creation of a separate female department and for making the necessary regulations concerning the participation of females in the different branches of university studies. Such an amendment of the law they deem essential to the future prosperity of the university.

PROFESSOR OF MILITARY SCIENCE.

Under the provisions of a recent act of Congress the Regents made an early application for the detail of a certain officer of the army, highly recommended to them for that purpose, as professor of military science &c., but they have since been informed by the Secretary of War that no officer could be so detailed unless he was disabled or on the retired list. Further steps have since been taken by the Regents to procure the detail of a competent officer for this position.

FINANCIAL CONDITION OF THE UNIVERSITY.

Hereto annexed, marked "Appendix A," is the annual report of the Secretary of State, as Secretary of the Regents of the University for the fiscal year ending September 30th, 1866. From it it will appear that the balance then on hand was only the sum of \$5,501.47-100, *and this balance arises from interest drawn in advance*, so that under a sound system, its amount should really be large enough to cover all the current expenses of the fiscal year ending September 30th, 1867. It further appears from the report, that on the 30th day of September, 1866, the total productive fund of the University proper was \$160,230.70-100, and of the agricultural college fund \$8,061.35-100, giving a *total of all the productive funds of the University of \$168,292.55-100 which will yield an annual income of \$11,780.47-100 for the support of the University.*

The following is an estimate of the expenses of the University for the current year after the appointment of a president, which should not be long delayed :

Salary of President for 9 months.....	\$2,000
7 Professors.....	14,000
Janitor.....	400
Librarian and bell ringer.....	100
2 assistant teachers.....	1,400
Insurance.....	400
Fuel.....	700
Repairs.....	1,500
Incidental.....	500
Total.....	\$21,000

To meet this, there is an income of interest of \$11,780.47-100, which may possibly be increased to \$12,000 or, at the utmost, to \$13,000, from *expected* sales of lands, and further an estimated income of \$3,000 tuition fees and room rent, *making at most an income of \$16,000 and leaving the expenses to exceed the income at least \$5,000.* The tuition fees and room rent may fall much short of the amount above estimated, inasmuch as under the act of reorganization, one student from each Assembly district is entitled to free tuition at the University.

It is perfectly certain that at present and for the next few years to come, until the income from the sale of lands shall be increased, the receipts from present sources will not be sufficient to defray the most necessary expenses of the university, if it is to be properly reorganized with a competent president and faculty, upon the most limited plan of instruction, and without regard to the extraordinary expenses of the agricultural department. If then, the state is to have such an institution of learning, the least it can do is to supply the deficiency, which will probably require an annual appropriation of from \$5,000 to \$7,000 for the next five years. In order to support the justice of this demand and to show that much more even is justly due from the state to the university, I beg leave here to refer to sec. 6 of article 10 of the constitution, which says that "provision *shall be made* by law for the establishment of a state university. * *

The proceed of all lands that have been or may hereafter be granted by

the United States to the state for the support of a university, *shall be and remain a perpetual fund*, to be called the "university fund," *the interest of which shall be appropriated to the support of the state university.*" It is well known that out of this fund at a cost of over \$100,000, land has been purchased and buildings erected by the state, for the establishment of the university, thus withdrawing from the support of the university an annual sum of over \$7,000 interest. I maintain that the evident intention of the above section of the constitution was that the state should furnish the buildings and grounds and not the university fund or its interest, and that therefore the state has improperly caused or suffered the fund to be diverted. If I am correct in this construction, then the state owes the university over \$100,000, or at least the actual interest on that sum.

But again; for many years, until the law was changed last winter, the state took from the university fund income, annually, about \$1,000 for the management of its funds, and altogether it has thus appropriated out of the annual interest of this fund the sum of \$5,500. So far as the future is concerned, this unjust charge against this institution of learning, which should be established, fostered and cared for by the state, has been withdrawn, but the state should, in justice, refund the sum heretofore taken.

And finally: By the act of Congress granting the agricultural college lands accepted by this state, it was bound to provide the necessary buildings for the establishment of the agricultural college, and to put it in operation. By uniting this grant with the university, it becomes unnecessary to provide buildings; but inasmuch as the income from this fund would, for the present, be utterly insufficient to maintain a separate college, it is certainly not asking too much that the institution with which it is united should be put upon a basis where it can live.

Two great institutions of learning are united in this university, which, until this year, have never cost the state one cent to support. It is time that Wisconsin should cease standing behind so many of her sister states in regard to this, its highest institution of learning, which should be the pride of its citizens. In other states, where state universities flourish and stand high as institutions of learning, it will be found that they are liberally supported by state donations.

At their first meeting the regents appointed a committee to make an inventory of the property of the university. This committee afterwards made a detailed report, a copy of which is hereto annexed marked "Appendix B," which shows an aggregate value of property of \$706,778.53-100 belonging to the university. The productive part of this fund is at present small, but it will increase constantly until the wild lands shall all have been sold. With a little aid from the state now and for the next few years, the institution can be put upon a proper basis, otherwise it is doomed to linger along, a discredit to our State.

October 3d, 1866.

EDWARD SALOMON,
President of the Board of Regents of the University.

STATISTICAL REPORT

Of the University of Wisconsin for the year ending August 31, 1866.

Year when the institution was founded—1849.

Names of members of the faculty with their respective salaries.

Names.	Department of Instruction.	Salaries.
J. W. Sterling.....	Mathematics Natural Philosophy and Astronomy.	*\$1,000
Daniel Read.....	Mental, Ethical and Political Science, Rhetoric, &c	1,000
Ezra S. Carr.....	Chemistry and Natural History.....	1,000
James Davie Butler..	Ancient Languages and Literature.....	1,000
Jno. P. Fuchs.....	Modern Languages and Literature.....	1,000
J. C. Pickard.....	Normal Instruction.....	1,000
Miss M. S. Merrill....	Preceptress in Normal Department.....	600
Miss Clarissa L. Ware.	Assistant " ".....	400
Number of gentlemen who have graduated.....		60
Number of ladies who have graduated.....		12
Number of students in the senior class.....		5
Number of students in the Junior class.....		6
Number of students in the sophomore class.....		9
Number of students in the freshman class.....		21
Number of students in the preparatory department.....		60
Number of gentlemen in select course.....		100
Amount received for tuition during the current year.....		\$3,600
Rates of tuition in Collegiate department per annum.....		18
Rates of tuition in preparatory department per annum.....		18

NORMAL DEPARTMENT OF STATE UNIVERSITY.

UNIVERSITY OF WISCONSIN, }
Madison, Dec. 27, 1866. }

To the Hon. JOHN G. McMYNN,

Superintendent of Public Instruction :

Complying with the request contained in your favor of the 26th inst., I have the honor to submit the following statement concerning the normal department of the state University :

This department was organized in 1863, with special reference, I believe, to the admission of young ladies into the university. Therefore, although a large number of the gentlemen students receive here all their instruction, yet none but the ladies are counted as belonging to the department.

The whole number in attendance during the year ending June 27, 1866, is..... 128

Average daily attendance,..... 75

CLASSIFIED AS FOLLOWS :

In senior class.....	6
In middle class.....	32
In junior class.....	42
In preparatory class.....	48

*Tuition fees received from pupils are equally divided among the faculty, in addition to the above salaries.

The following is the course of study :

JUNIOR YEAR.

FIRST TERM.

MATHEMATICS. LANGUAGE.	Higher Arithmetic, Mental and Written. Grammar, Verbal Analysis, Syntax. Geography and Map Drawing. General Exercises.
---------------------------	---

SECOND TERM.

MATHEMATICS. LANGUAGE. NATURAL SCIENCE.	Higher Arithmetic, completed. Grammar, Verbal Analysis, Sentential Analysis. Physiology. General Exercises.
---	--

THIRD TERM.

MATHEMATICS. LANGUAGE. NATURAL SCIENCE. HISTORY.	Elementary Algebra. Composition. Physical Geography. United States.
---	--

MIDDLE YEAR.

FIRST TERM.

MATHEMATICS. LANGUAGE. NATURAL SCIENCE.	Elementary Algebra, completed. Rhetoric. Natural Philosophy. Constitution and Science of Government.
---	---

SECOND TERM.

MATHEMATICS. LANGUAGE. NATURAL SCIENCE.	Geometry. Criticism and English Literature. Zoology Political Economy.
---	---

THIRD TERM.

MATHEMATICS. LANGUAGE. NATURAL SCIENCE. PHILOSOPHY.	Higher Algebra. German. Botany. Mental.
--	--

SENIOR YEAR.

FIRST TERM.

MATHEMATICS. LANGUAGE. NATURAL SCIENCE. PHILOSOPHY.	Algebra, completed. German. Chemistry. Moral.
--	--

SECOND TERM.

MATHEMATICS. LANGUAGE. NATURAL SCIENCE. HISTORY.	Geometry. German. Geology. Ancient.
---	--

THIRD TERM.

MATHEMATICS. LANGUAGE. NAT'L SC. & MATH. LANGUAGE.	Trigonometry and Surveying. Science of Language. Astronomy. Essays.
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Instruction has been given in the theory and practice of teaching by lectures, and from reference books in the normal library.

There has also been a daily exercise in reading and spelling.

Latin and French have been substituted in some instances for German.

EXPENSES, PER ANNUM.

For tuition,.....	\$18 00
" room rent,.....	9 00
" board in boarding hall,	117 00
" fuel,.....	15 00
	<hr/>
	\$159 00

The primary aim of the normal department is to fit teachers for their work. But any who desire to pursue the higher English branches, or selected studies, will be admitted to any of the classes for which they may be prepared. Moreover, the university in all its courses of study, is open to students of both sexes, and the young ladies connected with the normal department are taught in mathematics mainly by Prof. Sterling; in mental and moral science, political economy and history, by Prof. Read; in chemistry and natural history, by Prof. Carr, and in modern languages by Prof. Fuchs.

The south dormitory building has been set apart for a boarding house, dormitories and other rooms necessary for the department, and is under the special charge of the professor of the department, aided by the preceptress.

Ladies desiring board are received into the family of the professor.

Rooms are rented in the building to ladies desiring to board themselves; such tenants are, however, under the same regulations as members of the family.

I am, sir, very respectfully,

Your obedient servant,

J. C. PICKARD.

NAMES OF STUDENTS

In the Normal Department of the University of Wisconsin, for the year ending June 27th, 1866.

SENIOR CLASS.

Ellen Byrne, Madison.
Abba Gilbert, Kenosha.
Anna J. Pickard, Dixon, Ill.

Mary B. Read, Madison.
Agnes J. Sawyer, Tunnel City.
Maggie I. Spears, Fond du Lac.

MIDDLE CLASS.

J. F. Armstrong, Trimbelle.
Alethe Church, Madison.
Sarah S. Church, "
Nellie Chynoweth, "
Mary L. Craig, "
Jennie E. Davison, Sun Prairie.
Isabel Durrie, Madison.
Annie M. Gorum, "
Flora E. Griffin, "
L. M. Huntington, "
Delia M. Isham, Delavan.

Emma McManus, Syene,
Anna McArthur, Waupaca.
Carrie Nelson, Madison.
Emma A. Otto, Harvey.
Eliza A. Patrick, Sun Prairie.
Emma R. Phillips, "
Sarah M. Proudft, Madison.
Fanny C. Quiner, "
Emily C. Quiner, "
Emeline E. Rose, Fitchburg.
Charity A. Rusk, Madison,

MIDDLE CLASS—concluded.

Kate Lanyon, Mineral Point.	Emily W. Sharp, "
Ella Larkin, Madison.	Millie Stevens, Stoner's Prairie.
Kittie Larkin, "	Ella U. Turner, Madison.
Mary S. Lyman, "	Addie O. Wadsworth, Pocatonica, Ill.
Hattie M. Mann, "	Hattie E. Willis, Clinton.

JUNIOR CLASS.

Clara D. Bewick, Windsor.	Adelia M. Overton, Harvey.
Jennie E. Blanchar, "	Ella M. Paine, Madison.
Mary E. Bowley, Mt. Horeb.	Georgia " " " " " " " " " "
Clara Burch, Verona.	Mary Parker, "
Mary Burrington, Windsor.	Persis E. Porter, Windsor.
Sarah Camp, Black Earth.	Eliza A. Porter, "
Mary S. Carpenter, Windsor.	Nellie Rider, Ashton.
D. A. Charleton, Verona.	Christina Rollo, Oregon.
E. J. Charleton, "	Ella P. Rork, Pocatonica, Ill.
M. J. Charleton, "	Ella C. Sabin, Windsor.
Marion B. Chase, Madison.	Mary J. Smith, Burke Center,
Ellen M. Dodge, Windsor.	Lizzie S. Spencer, Evansville.
Louisa C. Edmonds, Madison.	Oscelia S. Trevett, Mt. Horeb.
Zennette M. Ellis, Mt. Horeb.	Kate A. True, Fitchburg.
Mary C. Gilson, Madison.	Clara L. Tullis, Madison.
Mary Grinnell, "	Helen Vankleek, Bristol.
Lizzie Hiestand, Blooming Grove.	Charlotte E. Waldo, Columbus.
Olive L. Hoyt, Madison.	Valla E. Waldron, Fitchburg.
Susie A. Kenyon, Adams.	Lydia E. White, Columbus.
Laura A. Newton, Oregon.	Helen S. Wilder, Bristol.
Sarah J. Officer, Springville.	Mellie Williams, Madison.

PREPARATORY CLASS.

Emma F. Allison, Camphell, Ill.	O. L. Kisselburg, Madison.
Abigail Barry, Fitchburg.	Sarah E. Lamont, Verona.
Jessie Cameron, Verona.	Emma Lansing, Windsor.
Rosa A. Caswell, Madison.	Jennie Laurie, Madison.
Edith W. Conover, Madison.	Tryphenia J. Lewis, Ixonia Centre.
Sarah Corbin, Lone Rock.	Emma V. Martin, Madison.
Mary A. Dempsey, Madison.	Helen McManus, Syene.
Virginia Dinsmore, Ashton.	Christiana Melldowie, Verona.
Alpha C. Dryden, Mt. Horeb.	Emma J. McLaughlin, Oregon.
Ella S. Field, Sheboygan Falls.	Parmelia Mills, Madison.
Emma E. Frost, Madison.	Louisa Mollin, Roxbury.
Jennie Fuchs, "	Mary A. Morris, McFarland.
Nettie F. Gorum, "	Mary L. Morrison, Middleton.
Libbie M. Griffin, "	Alice J. Newton, Oregon.
Mary C. Hall, "	Aurelia Perry, Madison.
Jennie Hanan, Rutland.	Amanda A. Pierce, Ashton.
Libbie Higham, Madison.	Julia M. Proudfit, Madison.
Mary R. Huffman, Yankee Town.	Bertha Read, "
S. Hutchinson, Madison.	M. O. Severson, Cambridge.
F. Hutchinson, "	Jane Synon, Fitchburg.
Mary E. Jewett, "	Ellen A. Vance, Sun Prairie.
Amanda J. Kellogg, "	Mary Webb, Belleville.
Lydia A. Kellogg, "	Emily A. Wyman, Madison.
Ophelia A. Kingsley, "	Adaline Zink, Verona.

ANNUAL REPORT

Of the Regents of Normal Schools, for the year ending August 31, 1866.

Hon. JOHN G. McMYNN,

Superintendent of Public Instruction :

SIR :—I have the honor to submit the following report, as required by section 10, of chapter 216 of the general laws of 1866, which provides that the president of the board of regents of normal schools shall “make to the superintendent of public instruction an annual report bearing date the 31st day of August, which shall contain a full and detailed account of the doings of said board, and of all their expenditures, and of all moneys received, and the prospect, progress and condition of said normal schools.”

The present report will cover the time from October 1, 1865, the date of the last report, to the 31st of August, 1866.

At a meeting of the board held at Madison, February 1, 1866, proposals for locating state normal schools were received and considered. Committees from Prairie du Chien, Whitewater, Sheboygan, Milwaukee, Racine and Geneva, addressed the board in behalf of their respective localities. A committee of the board was appointed, with instructions to report in general terms as to the character and expense of buildings suitable for state normal schools. This committee reported, that in their opinion, a normal school building should afford accommodations for at least 160 students in the normal department, and that the model school department should provide for at least 100 pupils. That provision should be made for lecture, library and society rooms, an office for the principal, a room for apparatus, and closets and wardrobes sufficient to accommodate the teachers and students in the various departments. The committee, after consulting with an architect, estimated the cost of a suitable building at from \$35,000 to \$40,000, and that the current expenses of supporting a normal school would not be less than \$8,000 per annum. The report of the committee was adopted by the board.

At this meeting, a report of the committee previously appointed to visit places from which proposals had been received, was presented. The report contained a tabulated statement, showing the comparative merits of the places visited, as regards accessibility, healthfulness, facilities for obtaining board, cheapness of board, cheapness of fuel, cheapness of materials for building, cheapness of labor, and literary and scientific advantages. The places embraced in the report were Baraboo, Geneva, Milwaukee, Platteville, Racine, Sheboygan and Whitewater.

The board took no definite action at this meeting in regard to locating normal schools, but appointed a committee, who were instructed “to visit normal schools in neighboring states, for the purpose of procuring information in regard to their cost and management, for the use of the board,”

and then adjourned to February 28th, at which time the committee presented an extended report. The conclusions at which the committee arrived, as given in their report were :

First. That the policy of founding normal schools in different parts of the state is wise and practicable.

Second. That it would not be safe for the board to estimate the current annual expenses of a state normal school at less than \$10,000, including an annual allowance for repairs, apparatus, library and other minor incidental expenses.

Third. That in locating these schools, the fact that the greater number of those in attendance will come from the vicinity of the schools, should not be overlooked, and that therefore they should be so distributed as to afford facilities for attendance from all parts of the state.

The report was adopted, and proposals were received from Neenah and Menasha, and Fond du Lac, and the board, by ballot, selected Whitewater in the first congressional district and Platteville in the third congressional district, as suitable places for normal schools.

A building committee was appointed, with instructions to confer with an architect, and procure plans and specifications for a normal school building to be erected at Whitewater, at an estimated cost not exceeding \$35,000. The governor and superintendent of public instruction were appointed a committee to attend to the transfer of the property proposed to be donated by the citizens of Whitewater and Platteville. The proposals from these places were as follows :

Whitewater offered a site containing ten acres of land, and a donation of \$25,000. Platteville offered the grounds and buildings of Platteville Academy, \$1100 to repair the same, and a donation of \$5,000 in cash.

A committee was appointed at this meeting, to secure an act of incorporation, who presented a bill, which became a law by legislative action, a copy of which will be found in connection with this report. On the 2d of May the board met at Milwaukee, and the town of Whitewater having complied with all requirements of the board in regard to transfer of site, etc., a school was located there, and the building committee was instructed to proceed to the erection of a normal school building. The village of Platteville having transferred to the state the title to the grounds and building of Platteville Academy, a school was also located there.

Committees from the 5th congressional district, representing Berlin, Omro, Oshkosh, and Doty's Island, addressed the board in regard to proposals received from their respective localities, and, after balloting, Oshkosh was conditionally selected as the most suitable place for a state normal school in the 5th congressional district.

The board located schools at Stoughton, in the 2d congressional district and Sheboygan in the 4th congressional district, on condition "that no expense shall be incurred by the state on account of such schools, nor shall such schools be put into operation at the expense of the state, until in the judgment of the board, in view of the educational wants of the state, the proper time has arrived."

The building committee have advertised for proposals to build a normal school house at Whitewater, and the board will meet to consider the same on the 5th day of September next. It is their intention to open the

school at Platteville immediately, Prof. Chas. H. Allen having been engaged as principal, and they hope to be able to open the school at Whitewater during the next year.

A statement of the expenditures of the board, since the date of the last report is published herewith. The condition of the normal school fund and its income will be found in the report of the secretary of state, which is not published until the 1st of October.

No state normal school being in operation at the date of this report, nothing, of course, can be presented under the head of "progress and condition." With reference to "the prospect," it may briefly be said, that a wise and judicious use of the munificent fund placed in the control of the board, for normal schools, will secure the establishment of a system which cannot but meet the highest wants of the state, in this leading department of its educational interests. Not to fail in the wise and judicious action demanded at its hands, will be the especial care of the board; and in the continued exercise of its best judgment, the hope is entertained that eminently satisfactory results will in proper time be developed, and the trust committed to its charge be found to have been faithfully and successfully managed.

All which is respectfully submitted.

C. O. SHOLES, *Pres't.*

STATEMENT OF EXPENDITURES

Of the Board of Regents of Normal Schools from October 1, 1865 to August 31, 1866.

Date.	No. of Warrant	To whom Paid.	For What Paid.	Amount.
1866.				
February 1.	238	Godfrey & Crandell.....	Printing.....	\$ 6 00
do	239	Hanmer Robbins.....	Mileage.....	20 00
do	240	William Starr.....	do.....	24 00
.....	241	S. A. White.....	do.....	10 00
February 1.	243	J. E. Thomas.....	do.....	37 00
do	244	Silas Chapmam.....	do.....	20 00
do	245	Henry Kleinpell.....	do.....	7 00
March 1...	246	William Starr.....	do.....	24 00
do	246	S. A. White.....	do.....	10 00
do	247	J. E. Thomas.....	do.....	37 00
do	248	S. Chapman.....	do.....	20 00
do	249	Henry Kleinpell.....	do.....	7 00
do	250	C. C. Sholes.....	Mileage and com. expen.	29 10
April 12...	252	J. E. Thomas.....	Mileage.....	37 00
do	253	S. Chapman.....	do.....	20 00
do	254	Wm. Starr.....	do.....	24 00
do	255	S. A. White.....	do.....	10 00
do	256	H. Robbins.....	do.....	20 00
March 2...	257	H. Robbins.....	do.....	20 00
May 3....	258	Wm. E. Smith.....	Committee expenses...	43 75
do	260	William Starr.....	do.....do.....	116 19
do	261	C. C. Sholes.....	do.....do.....	32 00
do	262	S. Chapman.....	Services as Secretary...	50 00
May 18....	264	C. C. Sholes.....	Expenses for architect &c.	500 00
do	265	J. E. Thomas.....	Expenses.....	11 70
do	266	C. C. Sholes.....	do.....	19 00
do	267	H. Robbins.....	do two meetings...	53 00
do	268	S. A. White.....	do two meetings...	17 00
do	269	William Starr.....	do two meetings...	30 97
do	270	J. T. Clark.....	do three meetings...	33 25
do	271	Wm. E. Smith.....	do two meetings...	9 00
.....	272	G. P. Randall.....	Plans and specifications..	400 00

CHAPTER 116—GENERAL LAWS 1866.

AN ACT to incorporate the "board of regents of normal schools," and to define the duties thereof.

The people of the state of Wisconsin, represented in Senate and Assembly, do enact as follows:

SECTION 1. The "board of regents of normal schools," created by chapter 22 of the revised statutes, and the several acts amendatory thereof, and their successors in office, are hereby constituted a body corporate, with the name and style of the board of regents of normal schools of the state of Wisconsin; and under that name and style shall have perpetual succession, with the right to purchase, have, hold, control, possess and enjoy to them and their successors, in office, in trust for the state of Wisconsin, for educational purposes solely, any lands, tenements, hereditaments, goods, chattels and effects, of whatsoever nature or description the same may be, which may be necessary and required for the legitimate purposes, objects and uses of the state normal schools authorized by this act, and none other, with full power to sell or dispose of such personal property, or any part thereof, when in their judgment it shall be for the interest of the state: to make all such contracts and agreements as shall be necessary to carry into effect the purposes of this act; to sue and be sued, plead and be impleaded, in all courts of this state; to have and use a common seal, and the same to change, alter or renew at pleasure, to make such by-laws and regulations as they may deem proper for the well-ordering and government of said corporation, and the transaction of its business: *provided*, that said board of regents shall not have power to sell, mortgage or dispose of in any way, the real estate so held by them as aforesaid, without the express authority of the legislature of this state, nor have power to borrow money; nor shall any indebtedness contracted or liabilities incurred by said board of regents, ever at any one time exceed in the aggregate the amount of money which under the provisions of law shall then be at their disposal, in the hands of the state treasurer; nor shall the said board of regents ever reduce the amount at their disposal, in the hands of the state treasurer, below the aggregate amount of their indebtedness or liability, except in payment of such indebtedness or liability; *and provided, further*, that the proceeds derived from the sale of any real or personal estate by said board of regents, shall be paid by them into the treasury, and shall become a portion of the income of the normal school fund.

SECTION 2. Said corporation shall be subject to the provisions of chapter twenty-two of the revised statutes, of 1838, and the acts amendatory thereof, and to the provisions of chapter 537 of the general laws of 1865, so far as the same can apply and are not inconsistent with the provisions of this act.

SECTION 3. The said "board of regents of normal schools" shall have power and authority to demand and receive the sum or sums of money donated and subscribed by any person, or any town, incorporated village, city or county of this state, to aid in the erection of the necessary buildings for normal schools in such manner as said board may prescribe, and apply the same to the erection and completion of the required buildings, the purchase of the necessary books, apparatus, furniture and fixtures, and for various other incidental expenses to be incurred by said board, in pursuance of the provisions of this act, and if any surplus shall remain, to apply the same to the expenses of conducting said normal schools; and any deficit which may arise in the erection and completion of said buildings and purchases aforesaid, shall be paid out of the income of the normal school fund, not to exceed the sum of ten thousand dollars for the completion of the buildings of any one normal school, and for the furniture and fixtures pertaining to the same. Such sum shall be paid by the state treasurer, from time to time, on the warrant of the secretary of state, to be drawn in pursuance of the certificate of the secretary of the board, and countersigned by the president, and such other evidence as the secretary of state shall require; and no such certificate shall be issued until the sum or sums donated and subscribed by any person or town, incorporated village, city or county, to aid in the erection of a normal school building, shall have been paid in full into the state treasury, nor until work shall be done or services rendered, or buildings erected, or

fixtures or furniture purchased, for a normal school, under the direction of the board of regents of normal schools, entitling the applicant to such certificate, according to a contract or agreement with said board for that purpose. No member of the board of normal regents shall receive any pay for traveling to or attendance at any meeting of the board, nor for any service rendered; but all moneys actually and necessarily expended by any member in traveling, attending meetings, or performing any other duty or service directed to be performed, shall be refunded to him, on duly authenticated accounts presented to and audited by the board, and the amount thus audited shall be drawn from the state treasury only on the warrant of the secretary of state, in pursuance of the certificate of the board, signed by the president and secretary thereof.

SECTION 4. The state normal schools shall be established and continued at such places as the board of regents of normal schools may designate, upon sites selected by said board; the exclusive purpose of each shall be instruction and training of persons, both male and female, in the theory and art of teaching, and in all the various branches that pertain to a good common school education; also, to give instruction in agriculture, chemistry, in the arts of husbandry, the mechanic arts, the fundamental laws of the United States and of this state, and in what regards the rights and duties of citizens.

SECTION 5. The said normal schools shall be under the direction and control of the "board of regents of normal schools," and shall be governed and supported as herein provided. Said board shall proceed to erect suitable buildings upon the sites selected by them, as soon as the title thereto is vested in them in fee, in trust as aforesaid, and the sums of money or United States bonds, or Wisconsin state bonds, as security donated and subscribed for the erection of the buildings, are paid into the state treasury, subject to be drawn only on the warrant of the secretary of state, as provided in section three of this act; and they may procure suitable plans and specifications for buildings, and they may employ persons to superintend the erection of said buildings.

SECTION 6. Said "board of regents of normal schools" shall have power to appoint a principal and assistant, and such other teachers and officers as may be required for each of said state normal schools, and to fix the salary of each person so employed, and to prescribe their several duties. They shall also have power to remove either the principal, assistant or teachers, or any person employed by them, and to appoint others in their stead. They shall prescribe the various books to be used in the said state normal schools; and shall make all the rules, regulations and by-laws, necessary for the good government and management of the same; and no member of the said "board of regents of normal schools" shall, during his continuance in office as a member of said board, act as the agent of any publisher or publishers of school books, or school library books, or be or become interested in the publication or sale of any such books, as agent or otherwise, on pain of expulsion by a majority vote of the board.

SECTION 7. Said board shall also establish a model school or schools for practice, in connection with each state normal school, and shall make all the regulations necessary to govern and support the same; and they may in their discretion admit pupils free of charge of tuition.

SECTION 8. As soon as any state normal school is prepared to receive pupils, the superintendent of public instruction shall give notice of the fact to each clerk of the board of supervisors for each county of the state, and the said board of regents of normal schools shall cause notice to be published in at least one newspaper in each congressional district.

SECTION 9. The "board of regents of normal schools" shall make such rules and regulations for the admission of students to each state normal school, as they may deem necessary and proper. Every applicant for admission shall undergo an examination in such manner as may be prescribed by the board; and if it shall appear that the applicant is not a person of good moral character, or that he will not make an apt and good teacher, such applicant shall be rejected. The said board may, in their discretion, require any applicant for admission to any state normal school, other than such as shall, prior to admission, sign and file with said board a declaration of intention to follow the business of teaching common schools in this state, to pay

or secure to be paid such fees for tuition as to said board may seem proper and reasonable.

SECTION 10. After any state normal school shall have commenced its first term, and at least once in each year thereafter, it shall be visited by three suitable persons, not members of the board, but to be appointed by the superintendent of public instruction, who shall examine thoroughly into the condition, organization and management of the school, and shall report to the superintendent of public instruction their views in regard to its success and usefulness, and any other matters they may judge expedient. Such visitors shall be appointed annually, and their report shall bear date of the 31st day of August, and cover the year preceding such date. The president of the board of regents of normal schools shall also make to the superintendent of public instruction an annual report, bearing date of the 31st day of August, which shall contain a full and detailed account of the doings of the said board, and of all their expenditures, and of all moneys received, and the prospects, progress and condition of said state normal schools; and such report, together with the reports of the different boards of visitors, shall be transmitted to the legislature by the superintendent of public instruction, as a part of his annual report, and in addition to what is now required by law.

SECTION 11. The state treasurer shall, by virtue of his office, be the treasurer of the board of regents of normal schools, but the said board shall have power to appoint suitable persons to receive and pay to the state treasurer any tuition fees or other moneys that may be due from any student or other person.

SECTION 12. Lectures on chemistry, anatomy, physiology, astronomy, the mechanic arts, agriculture, and on any other science or branch of literature that the said board may direct, may be delivered to those attending said school, in such manner and on such terms and conditions as the said board may prescribe.

SECTION 13. The said board shall have power to grant diplomas in testimony of scholarship and ability to teach, but no such diploma shall be granted to any person who has not passed a thorough and satisfactory examination in the course of study prescribed by the board of regents of normal schools. Certificates of attendance upon the normal school may be given on conditions to be fixed by the said board. After any person has graduated at any state normal school, and has taught a public school in this state one year, the superintendent of public instruction shall have authority to countersign the diploma of such teacher, after such examination as to moral character, learning and ability to teach, as to the said superintendent may seem proper and reasonable.

SECTION 14. Any person holding a diploma granted by the said board of regents of normal schools, certifying that the person holding the same is a graduate of a state normal school, and that he is qualified to teach a common school, shall, after the same has been countersigned by the superintendent of public instruction, as provided in section thirteen of this act, be deemed qualified, and such diploma shall be a certificate of qualification to teach in any common school of this state, and as such, shall have the full force and effect of a first grade certificate, until annulled by the superintendent of public instruction.

SECTION 15. Chapter twenty-two of the revised statutes of 1858, and the acts amendatory thereof, and chapter 537 of the general laws of 1865, shall be so construed and understood as to carry out the provisions of this act; and all acts and parts of acts conflicting with the provisions of this act, are hereby repealed.

SECTION 16. This act shall take effect and be in force from and after its passage and publication.

Approved April 12, 1866.

PLATTEVILLE NORMAL SCHOOL.

PLATTEVILLE, Wis., Dec. 22, 1866.

HON. J. G. McMYNN,

Secretary Board of R. N. S.

DEAR SIR :—I have the honor herewith to transmit to you the report of the first term of the State Normal School, at Platteville :

1. Platteville is situated in the beautiful valley between the Platte and Sinsiniway Mounds, near the junction of the Big and Little Platte rivers. There being no marshes or "low lands" in the vicinity, it has a climate unparalleled for its salubrity. It is in the center of a rich and extensive mineral region, affording opportunities for the study of practical geology and mineralogy, seldom found.

Platteville is reached from the north and east by a daily line of stages from Boscobel, on the Milwaukee and Prairie du Chien railroad, via Lancaster, and by a tri-weekly line, leaving Arena Mondays, Wednesdays and Fridays, and passing through Dodgeville and Mineral Point. From the south it has two lines of daily stages, one from Galena and one from Dubuque.

2. By the regulations of the board of normal school regents the following terms of admission have been fixed upon :

1. Each assembly district in the state shall be entitled to six representatives in the normal schools, and in case vacancies exist in the representation to which any assembly district is entitled, such vacancies may be filled by the president and secretary of the board of regents.

2. Candidates for admission shall be nominated by the county superintendent of the county, (or if the county superintendent has not jurisdiction, then the nomination shall be made by the city superintendent of the city), in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and good moral character. Each person, so nominated, shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the superintendent, to the secretary of the board.

3. Upon the presentation of such certificate to the principal of a state normal school, the candidate shall be examined under the direction of the principal of said school, in the branches required by law for a third grade certificate, except history, and theory and practice of teaching, and if found qualified to enter the normal school in respect to learning, he may be admitted, after furnishing such evidence as the said principal may require, of good health and good moral character, and after subscribing the following declaration :

"I,, do hereby declare that my purpose in entering the state normal school is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the schools of this state."

4. No person shall be entitled to a diploma, who has not been a member of the school, in which such diploma is granted, at least one year, nor who is less than nineteen years of age ; and a certificate of attendance may be granted by the principal of a normal school to any person who shall have been a member of such school for one term, provided, that in his judgment such certificate is deserved.

Upon presenting the nomination at the school the candidate is examined and if found qualified, admitted. If his present qualifications are not found sufficient and if the faculty of the school believe that *one term's* instruction will fit him to enter, he is placed in the preparatory department.

3. The full course of study and training has not yet been determined upon. It will be adapted to the wants of the state, and designed to make good teachers by developing those faculties necessary to produce good *men* and *women*, as well as by *special* training and culture.

4. A model or experimental school is organized in connection with the normal school, under the charge of teachers of ability and experience. In this, all students of the normal school will be required, before graduation, to teach and train, putting into practice and thoroughly testing the theories learned, and subjecting themselves to the criticisms of teachers and fellow pupils.

A limited number of "academic students" (those not designing to teach) are now admitted, reciting either in the normal or model classes, as best may suit their advancement in study.

5. During the first term, there were in attendance upon the model school 38 pupils; and in the model and normal schools 19, who are more properly classified as "academic."

6. The faculty is at present constituted as follows:

CHARLES H. ALLEN, Principal.

JACOB WERNLI, Assistant Principal.

GEORGE M. GUERNSEY, Professor of Mathematics.

FANNY S. JOSLYN, Teacher of Geography, History and Physiology.

ESTHER M. SPRAGUE, Principal of Model Department.

7. Annexed is a catalogue of students and preparatory students for the first term.

8. Pupils in the model school are charged a tuition of from \$3 to \$5 per term, and those in the academic department \$6 per term.

9. The estimated expenses of a year's attendance at the normal school are as follows:

Board—40 weeks,.....	\$100 to \$130
Book rent,.....	3 to 5
Stationery,.....	3 to 5
	— to —
Total,.....	\$106 to \$140

10. When the Platteville academy passed to the state for the purpose of a state normal school, the "Eastman library," the "Philosetean library," with the apparatus and cabinet, became the property of the school. A thriving literary society is now in operation, and through its influence a course of lectures is being delivered before the school and citizens.

All of which is respectfully submitted,

CHARLES H. ALLEN,

Principal.

STUDENTS IN THE NORMAL SCHOOL AT PLATTEVILLE.

Students.	Post Office.	Dist.	County.
Laura E. Avery,	Platteville,	1	Grant.
Mary E. Bass,	Platteville,	1	Grant.
Sarah M. Bastin,	Barton,	1	Washington
Nellie M. Barker,	Platteville,	1	Grant.
Emma Benedict,	Belmont,	1	La Fayette.
Bridget L. Brennan,	Highland,	1	Iowa.
Mary J. Carns,	Smelzer Grove,	1	Grant.
Hannah M. Cordingley,	Dodgeville,	1	Iowa.
Margaret Crouse, *	Smelzer Grove,	1	Grant.
Delphine Delaney,	Barton,	1	Washington
Sarah E. Downs,	Dodgeville,	1	Iowa.
Emma S. Dyer,	Platteville,	1	Grant.
Grace M. Eddy,	Platteville,	1	Grant.
Drucilla Eddy,	Platteville,	1	Grant.
Maggie Graney,	Lancaster,	1	Grant.
Maggie Green, *	Montford,	2	Grant.
Florence Grigsby,	Potosi,	2	Grant.
Phoebe Grigsby,	Potosi,	2	Grant.
Isabella Haggart,	Lancaster,	2	Grant.
Annette Haseltine,	Mazomanie,	3	Dane.
Vilantha M. Hirst,	Lima,	3	Grant.
Ellen Hill,	Elk Grove,	1	La Fayette.
Ann E. Jackson, *	Boice Prairie,	3	Grant.
Mary A. Jones,	Lima,	3	Grant.
Emelia M. Jones,	Dodgeville,	1	Iowa.
Etta Kirkpatrick,	Platteville,	1	Grant.
Ella Marshall,	Platteville,	1	Grant.
Emma McKinney,	Lancaster,	1	Grant.
Ellen M. Nixon, *	Platteville,	1	Grant.
Mary C. Paddock,	Centre,	1	La Fayette.
J. M. Overton,	Platteville,	1	Grant.
Martha Paddock,	Centre,	1	La Fayette.
Emma Penn, *	Platteville,	1	Grant.
Clara Rand,	Platteville,	1	Grant.
Rosa Rhinefrank,	Milwaukee,	2	Milwaukee.
Fannie M. Robbins,	Platteville,	1	Grant.
Agnes Rundell,	Platteville,	1	Grant.
Lydia Ruggles,	Ridgeway,	North	Iowa.
Semiramis Stewart, *	Harrison,	2	Grant.
Jennie Sulzer,	Milwaukee,	2	Milwaukee.
Louisa E. Thomas, *	Mineral Point, .....	.	Iowa.
Anna Troutman,	Roxbury,	3	Dane.
Elizabeth M. Treganowan,	Platteville,	1	Grant.
J. Walter Baaye, *	Bowling Green, Mo., .....	.
Jacob Block, *	Platteville,	1	Grant.
J. Theodore Clifton,	Washburne,	1	Grant.
James A. Collins,	Lodi,	1	Calumet.
Henry Ellsworth,	Mifflin,	1	Iowa.
Charles E. Estabrook,	Platteville,	1	Grant.
Thomas F. Goodsell,	Highland,	North	Iowa.
Melvin Grigsby,	Potosi,	2	Grant.
Alexander Haggart,	Lancaster,	2	Grant.
David B. Jones,	Mifflin,	2	Iowa.

STUDENTS IN THE NORMAL SCHOOL AT PLATTEVILLE—Concluded.

Students.	Post Office.	Dist.	County.
John Kerr,.....	Platteville,.....	1	Grant.
J. F. Kimball,*.....	———, Illinois,.....	.	
William McDonald,.....	Beetown,.....	5	Grant.
Phillip S. Rountree,.....	Platteville,.....	1	Grant.
Thomas Tulley,*.....	Calamine,.....	2	La Fayette.
William Van Waters,.....	Durand,.....	1	Pepin.
Henry Wright,.....	Lima,.....	3	Grant.

Those marked (*) have not as yet received regular nominations.

STUDENTS IN PREPARATORY CLASS TO NORMAL SCHOOL.

Students.	Post Office.	Dist.	County.
Lizzie Barber,*.....	Belmont,.....	1	La Fayette.
Sarah Bunker,*.....	Mifflin,.....	2	Iowa.
Almeda Case,*.....	Elk Grove,.....	.	La Fayette.
S. Maria Estabrook,.....	Platteville,.....	1	Grant.
Mattie Fairbank,.....	Belmont,.....	1	La Fayette.
Libbie Francis,.....	Platteville,.....	1	Grant.
Maria Quimby,.....	Hazel Green,.....	1	Grant.
Kate Tyler,.....	Platteville,.....	1	Grant.
Annie Stewart,*.....	Harrison,.....	2	Grant.
Linda Young,*.....	Dodgeville,.....	.	Iowa.
Harry Howe,.....	Platteville,.....	1	Grant.
Peter Reizer,*.....	Kendall,.....	.	Iowa.
L. D. Keitz,.....	New Holstein,.....	.	Calumet.
George Tyler,.....	Platteville,.....	1	Grant.

Those marked (*) have not as yet received regular nominations.

SPECIAL REPORT.

BELOIT COLLEGE, October 30, 1866.

HON. JOHN G. McMYNN,

DEAR SIR :—In accordance with your kind suggestion, that I furnish a few thoughts to be published in your forthcoming report, in connection with the statistics of our college required by law, I respectfully offer the following :

Beloit college was founded for the specific object of providing facilities for a thorough, liberal, christian education. In common with our best American colleges, it aims to take young men who have passed through the stages of common education in our public schools, and by special discipline of mind, and extended culture, prepare them, as intelligent, well developed men, to occupy positions of influence in society. The course of study is adapted, as much as possible, to give the student full possession and command of his own faculties for any work to which he may be called. By being drilled in the forms and processes of pure mathematics, and the elementary principles of language, as illustrated in both ancient and modern tongues, the mind is trained to correct habits of thinking, and to accurate, elegant and forceful modes of expressing thought. It is also introduced (the time and distribution of the course admits of little more than a bare introduction) to the wide range of truth embraced in the departments of history, science and philosophy as the great mines which are to be explored and worked as the peculiar capacities, tastes and calling of each individual may determine. And all along, the actual condition and wants of men in their civil and social state are pointed out as giving occasion for the practical application of all truth to the progress of society and the elevation of man in harmony with his high destiny as a rational, immortal creature of God. The legitimate work of the college is to lay broad and deep this common foundation, on which each man may build up, in after life, his own structure of attainment and influence in his particular sphere.

Though far from having obtained a complete endowment, Beloit college is, nevertheless, well furnished in respect of both living instructors and the apparatus and material of instruction, for doing this work. The numbers seeking the advantages of this provision attest a growing appreciation in the community of the work, and a demand for its enlargement. During the late war, the spirit of patriotism drew numbers away from the regular classes into the service of the country. Since the close of the war, many of those have returned, and others are coming in larger numbers than ever before, to swell these classes.

The first and main object of the institution is, as already indicated, to provide for the proper collegiate course of study. But in the lack of facilities, elsewhere in the region, for the preparation of young men to enter on that course, it has been found necessary to establish and maintain, in connection with the college, a preparatory department. Into this depart-

ment are received not only those who contemplate going through college, but any who desire to advance themselves in the branches of study commonly taught in our public schools. This department thus becomes, as its name indicates, a preparatory and normal department. Students desiring to pursue a partial course are also permitted to take up such branches of study with the college classes as they may choose and can prosecute with advantage. To such, when desired, certificates are given, attesting their actual attainment. The diploma conferring the full honors of the institution, is bestowed only on such as complete the regular four years' course.

The maintenance of a preparatory department seems at present indispensable, though no doubt it would be better for all the interests involved, if facilities for that part of the work were multiplied and scattered over all parts of the state. Studying from our point of observation the educational wants of our commonwealth, it seems clear that the intelligence and elevation of our large and rapidly increasing population will be promoted by bringing larger numbers than heretofore of the young men of the state to enjoy the benefit of a college education. I respectfully suggest, with this end in view, that the teachers of our public schools should early give this direction to the thoughts and aims of bright lads who come under their charge, and that in the high schools the courses of study should be so adjusted as to give opportunities to such as desire it, to prepare themselves specifically for college. This will not require any material change in the general arrangement, but only that a class of candidates for college be organized, and have their studies adapted to the requisites for admission prescribed by the best colleges of the land. Some increased attention to the Latin and Greek languages, and to classical literature thus introduced, it is believed will tend to elevate and liberalize the range of general instruction in our schools, at the same time that it serves a specific object of no little importance.

Desiring heartily to co-operate in all efforts to elevate the standard and increase the efficiency of our public school system, and to promote in every way possible the interests of education in our state, I am

Very truly yours,

A. L. CHAPIN,
President.

ANNUAL REPORT

Of the President of the Board of Trustees of Beloit College, for the year ending August 31, 1866.

1. Corporate name of the institution—The board of trustees of Beloit college.
2. Name of the place where the institution is located—Beloit, Rock county.
3. Year when the institution was founded—1847.
4. Names of members of the faculty with their respective salaries:

Names.	Department of Instruction.	Salaries.
Aaron L. Chapin, D. D. Pres.	History and civil polity,.....	\$1,800 00
Rev. Joseph Emerson, A. M.	Greek language and literature,.....	1,500 00
Jackson J. Bushnell, A. M....	Mathematics and Natural Philosophy,...	1,500 00
Rev. William Porter, A. M....	Latin language and Literature,.....	1,500 00
Henry B. Nason, Ph. D.....	Chemistry and Natural Science,.....	*750 00
Rev. James J. Blaisdell, A. M.	Intellectual and Moral Philosophy,.....	1,500 00
Henry C. Dickinson, A. B....	Instruction in Rhetoric and English Literature.....	1,000 00
John P. Fisk, A. M....	Principal of Normal and Preparatory Department,.....	1,500 00

*For half the year.

5. Number of gentlemen who have graduated,..... 113
6. Number ladies who have graduated,.....
7. Number of students in senior class,..... 18
8. Number of students in the junior class,..... 16
9. Number of students in the sophomore class,..... 13
10. Number of students in the freshman class,..... 28
11. Number of students in the preparatory department,..... 146
12. Number of acres of land owned by the institution :

College site,.....	16
Other lands in Wisconsin,.....	1,130
In other states,.....	1,720
	2,866
13. Estimated cash value of land owned by the institution :

College site,	\$10,000
Other lands,.....	12,000
	\$22,000 00
14. Estimated value of buildings owned by the institution,.....\$27,500 00
15. Amount of endowments and funds except real estate,.....\$107,500 00
16. Amount of income for the current year from all sources except tuition 10,542 93
17. Amount received for tuition during the current year,..... 3,921 50
18. Rates of tuition in collegiate department per annum,..... 30 00
19. Rates of tuition in preparatory department per annum,..... 20 00

AARON L. CHAPIN,
President of Board of Trustees.

ANNUAL REPORT

Of the President of the Board of Trustees of Lawrence University of Wisconsin, for the year ending August, 1866.

1. Corporate name of the institution—Lawrence University of Wisconsin.
2. Name of the place where the institution is located—Appleton, Outagamie county.
3. Year when the institution was founded—1848.
4. Names of members of the faculty with their respective salaries:

Names.	Departments of Instruction.	Salaries.
Rev. G. M. Steele, D. D. Pres.	Ethics and Civil Polity.....	\$1,200 00
Hiram A. Jones, A. M.....	Ancient languages and Literature.....	800 00
Julius F. Kellogg, A. M.....	Pure and Mixed Mathematics.....	800 00
John E. Davies, A. M.....	Chemistry and Physics.....	800 00
James M. Phinney, A. M., Instructor.....	Philosophy and History.....	800 00
Miss Harriet O. Knox, A. B., Preceptress.....	French & Eug. Literature.....	460 00

5. *Number of gentlemen who have graduated.....	3
6. Number of ladies who have graduated.....	2
7. Number of students in the senior class.....	6
8. Number of students in the junior class.....	16
9. Number of students in the sophomore class.....	19
10. Number of students in the freshman class.....	21
University students.....	34
11. Number of students in the preparatory department.....	73
Academical students.....	145
12. Number of acres of land owned by the institution, (about).....	2,000
13. Estimated cash value of land owned by the institution, (about).....	\$20,000
14. Estimated cash value of buildings owned by the institution.....	80,000
15. Amount of endowments and funds except real estate.....	30,000
16. Amount of income for the current year from all sources except tuition	3,500
17. Amount received from tuition during the year.....	\$200†
18. Rates of tuition in collegiate department per annum.....	21
19. Rates of tuition in preparatory department per annum,...	15

G. M. STEELE, for
R. Z. MASON,
President of the Board of Trustees.

* The whole number of graduates, since the organization of the institution is 83.

†Most of the students have scholarships.

ANNUAL REPORT

Of the President of the Board of Trustees of Ripon College, for the year ending August 31, 1866.

1. Corporate name of the institution—Board of Trustees of Ripon College.
2. Name of the place where the institution is located—Ripon, Fond du Lac county.
3. Year when the institution was founded—1854. Organized as a college in 1863.
4. Names of members of the faculty with their respective salaries.

Names.	Departments of Instruction.	Salaries.
Rev. Wm. E. Merriman, A. M.	Mental and Moral Science,.....	\$800
Edward H. Merrell, A. M....	Greek,.....	600
Rev. Wm. H. Ward, A. M....	Latin,.....	600
Daniel Merriman, A. M.....	Natural Sciences,.....	600
Mrs. C. T. Tracy.....	Mathematics and Botany,.....	375
Mrs. Frances E. Woodrow....	English studies,.....	325
Mrs. L. R. Beach.....	French and German,.....	250

5. Number of gentlemen who have graduated,.....
6. Number of ladies who have graduated,.....
7. Number of students in the senior class of the ladies course,..... 3
8. Number of students in the junior class,.....
9. Number of students in the sophomore class, 5, and of middle year, Ladies course,..... 7
10. Number of students in the freshman class, 4, and of junior year, Ladies course,..... 24
11. Number of students in the preparatory department,..... 230
12. Number of acres of land owned by the institution, (site 12, wild 480). 492
13. Estimated cash value of land owned by the institution,..... \$12,000
14. Estimated cash value of the buildings owned by the institution,.... 30,000
15. Amount of endowments and funds except real estate,..... 5,000
16. Amount of income for the current year from all sources except tuition, 300
17. Amount received for tuition during the current year,..... 2,800
18. Rates of tuition in collegiate department per annum,..... 24
19. Rates of tuition in preparatory department per annum,..... 21

W. E. MERRIMAN,

President of Board of Trustees.

HISTORICAL SKETCH OF MILTON ACADEMY.

In the year 1844, Hon. Joseph Goodrich, the first settler in the village of Milton, Rock county, first formed the plan of starting the academy. He saw that the educational wants of the young people of this section, and especially of the society which he had been greatly instrumental in gathering together, could not be satisfactorily met by the public schools, as they were then organized. Accordingly he erected a suitable building in the village and engaged Rev. Bethuel C. Church, of Michigan, a teacher of considerable experience in private schools, to take charge of the institution, which was called "The Milton Academy." The school was opened on the first of December, 1844, and was taught by Mr. Church for one year; the number of students in attendance was fifty.

In the year following, Rev. S. S. Bicknell, a graduate of Dartmouth College, N. H., and pastor of a small Congregational church in the vicinity, was hired as principal of the academy. He continued in this position for two years, and was an accomplished teacher. He drew students from other localities in this section of the state, and laid the foundation for the real academic course of studies. Under his labors, the attendance per year was raised to seventy students.

The institution was incorporated, February 28, 1848, by the legislature of the territory, under the title of "The DuLac Academy." This did not become a popular name, and the school was known everywhere by the original one.

In the winter following, Rev. Jonathan Allen, now president of Alfred University, N. Y., and Rev. Amos W. Coon, had charge of the academy. The former soon retired and left Mr. Coon in charge. The latter had received a good academic education, and was an energetic and successful manager of the school. He taught three years, and raised the attendance yearly to a hundred and ten students.

In the fall of 1851, Prof. A. C. Spicer, a graduate of Alfred Academy, N. Y., became the head of the school. He held the place, with a year's intermission, until the close of the spring term, 1858, when he resigned. He was assisted, most of the time, for four years, by Prof. Albert Whitford, a graduate of Union College, now principal of the DeRuyter Institute, N. Y. During the last two years, the attendance reached two hundred each year.

The present principal, Rev. W. C. Whitford, entered upon his office in 1858. Eight years before he had taught in the institution, and declined then the appointment to the same position. He has been assisted, most of the time, during the past eight years, by Prof. Albert Whitford, and portions of the time by Prof. G. M. Guernsey, late principal of the Platteville Academy; by Prof. O. M. Conover, of Madison; and by Profs. E. Searing and N. C. Twining, present teachers in the academy. Under the management of Mr. Whitford, the attendance has steadily gained from two hundred students a year to four hundred and twenty-one.

The existing charter was obtained in 1854, and the school was then legally styled "The Milton Academy." In the following year a beautiful brick building was erected by the citizens of Milton, on a bluff in the south-western part of the village, and the school took possession of it. The need of another building for dormitory purposes being greatly felt, two enterprising citizens of the place, Hon. Joseph Goodrich and Jeremiah Davis, generously erected in 1857, by their own means principally, a commodious hall on the grounds of the academy; this is now occupied by ladies. In the spring of 1863, another hall was provided for gentlemen. The main edifice, used for recitation rooms and the boarding hall, has proved too small; and an addition to it is now in process of erection. This will nearly double the accommodations of the building.

The instruction of the school is divided into four courses—the normal and English, the classical, the scientific, and the commercial. Under the first, teachers' classes are organized, and the students are taught the principles and the methods of teaching. Under the former arrangements of the normal regents of the state, this department of the school was placed in their hands. The academy has always directed much of its efforts to qualifying public school teachers. During the past year, one hundred and fifty-nine students have been instructed in the normal classes, and of this number eighty-one have taught during the past season, or will teach during the coming winter. In the other courses, the students are prepared to enter the last year of our colleges; and they obtain a thorough knowledge of the modern languages in connection with the physical and mental sciences, and learn the forms and rules of transacting business.

The catalogue of 1866 contains the "Army List" of the school, which gives the names of the graduates and students who entered the army, the number of the regiment, the residence and position of each on being mustered out of the service. By this list it seems that three hundred and ten enlisted, and forty-three died or were killed. A large majority of these left their classes to join the army. The school raised, officered, and sent into the service two companies, for the 13th and 40th regiments Wisconsin infantry, and parts of two companies for the 2d and 49th infantry. The academy was represented in forty-four Wisconsin regiments or batteries, beginning with the 1st infantry, the 1st cavalry, and the 1st battery, and ending with the last, the 53d infantry. In addition to these it was represented in four regiments from Minnesota, in four regiments from Iowa, in six regiments from Illinois, in two regiments from Michigan, in three regiments from Indiana, in seven regiments from New York, in five regiments of colored infantry, in the regular army, in the U. S. marines, and in seven general positions in connection with the army—making in all 84 different organizations. Of these students, 69 received commissions to fill positions from 2d lieutenant up to brigadier general.

W. C. WHITFORD,
Principal.

ACADEMIES AND SEMINARIES.

ABSTRACT OF REPORTS OF ACADEMIES AND SEMINARIES FOR 1896.

CORPORATE NAME OF INSTITUTION.	NAME OF PLACE WHERE LOCATED.	NAME OF PRINCIPAL OR PRECEPTRESS.	Date of Organization.	No. of Graduates.	No. in Senior Class.	No. in Junior Class.	No. in Sophomore Class.	No. in Freshman Class.	Total in Academic Class.	No. in Preparatory Department.	Total in the Institu- tion.	Acres of Land owned by the Institution.	Value of Land Owned.	Cash Value of Build- ings.	Amount of Endow- ments.	Total Land, Buildings and Endowments.	Income for Present Year, except Tui- tion.	Tuition Fees for Cur- rent Year.
Evansville Seminary.....	Evansville.....	Henry Coleman, A. M.	1856	3	17	58	123	238	481	364	4	\$1,500	\$9,300	\$4,800	\$10,800	\$1,136.98	7,657.22	
German English Academy.....	Milwaukee.....	Peter Engelman.....	1851	11	21	43	27	142	48	190	15	6,000	15,000	5,800	26,800	1,000.00	3,384.00	
German English High School.....	Milwaukee.....	Chas. H. Marx.....	1853	36	44	81	44	172	258	335	17.5	3,000	2,500	7,000	12,500	1,000.00	150.00	
Jefferson Liberal Institute.....	Jefferson.....	B. F. Rogers.....	1866	9	4	8	14	37	75	75	87.5	1,000	40,000	6,000	47,000	300.00	*10,000.00	
Kenosha Female Seminary.....	Kenosha.....	Mrs. H. M. Crawford.....	1865	9	3	6	8	13	408	421	214	3,300	21,000	21,000	24,000	300.00	4,150.17	
Milton Academy.....	Milton.....	W. C. Whitford, A. M.	1814	8	1	3	75	79	30	99	1	3,300	8,000	8,000	14,000	100.00	900.00	
Patch Grove Academy.....	Patch Grove.....	W. B. Clark, A. B.	1895	4	8	7	19	94	113	113	1	10,000	4,000	14,000	30,000	100.00	5,000.00	
Wesleyan Seminary.....	Eau Claire.....	Rev. D. Briggs.....	1855	4	8	7	19	94	113	113	1	10,000	4,000	14,000	30,000	100.00	5,000.00	
Wisconsin Female College.....	Fox Lake.....	Miss C. A. Bodge.....	1858	32	55	106	132	293	505	1048	1688	18	\$43,700	\$99,800	\$11,100	\$152,400	\$2,536.98	\$25,410.69

*It is presumed that this amount includes receipts for board, &c.

COMMERCIAL OR BUSINESS COLLEGES.

HON. JNO G. McMINN,
State Supt. of Public Instruction,

SIR:—I have the honor to acknowledge the receipt of your note of December 19th, saying that you believe "the commercial schools of our State are an important part of our educational system," and requesting for publication in your annual report, a statement showing:

1. The scope and objects of the commercial or business colleges.
2. The causes that have led during the past few years to the establishment of these colleges.
3. The practical difficulties encountered in conducting them.
4. The present condition (including organization, faculty, students, etc.,) of the college under your (my) charge.
5. Such remarks or suggestions as you (I) may be pleased to make with regard to commercial or business education.

The commercial or business college is of recent origin, having come into existence scarcely more than a quarter of a century ago. It has struggled through the various stages of crude existence, and now necessarily occupies a considerable place in our educational system. Unprovided for by other means, it continues as it began, almost entirely in the hands of private enterprise.

Its scope and objects, though gradually enlarged by necessity and experience, are still limited by causes which may be obviated. As implied by their name, the design of these institutions is, in general terms, to afford such special advantages for preparatory education and training as are best for those who wish to engage in commercial business. It is a professional school, and should not in any way attempt to supersede the general school, which it supplements, and upon which it is founded.

It should include in its curriculum such branches of study and training as are necessary in common business, which cannot be better provided for elsewhere. That it does not now confine itself strictly to its legitimate province is because the general school does not yet properly perform its functions, and because the commercial or business college, in its too great eagerness for patronage, oversteps the bounds of educational propriety, and violates the principles of educational economy. These circumstances operate to narrow the scope and degrade the objects which properly belong to these institutions.

The true scope and objects of the commercial or business college include that wide range of knowledge and art which belong strictly to commercial business as a profession, and are necessary to make accomplished business men. Since it may be a matter of doubt whether the time has arrived for the broadest and most advanced views on this subject to be received and acted upon by the educational and business community, it is probably bet-

ter not to occupy space here in making a statement in detail of what should, and, in time, probably will form the curriculum of commercial or business colleges. That there is a large and important field not yet covered by these institutions, is certain. Before the exact ground is marked out, it is necessary to give the right general direction to the public mind on the subject, and then it can be done with practical effect.

"The causes that have led, during the past few years, to the establishment of these schools," are the rapid development of commercial spirit and enterprise, the growing appreciation of the value and economy of educational aids in all branches of employment, and a spirit of rivalry and competition among the managers of these schools.

"The practical difficulties encountered in conducting them" are, want of preparatory education with students, incompetent and mercenary management, want of trained teachers who combine with thorough scholarship, proper business talents and tastes, and an abundant stock of general information—defective organization, insufficient time, a too limited course of studies, want of unity and liberal association, and the establishment of schools of this kind without due regard to location, quality and support.

The institution under my charge, now known as the National Spencerian Business College, located in the city of Milwaukee, was established September, 1863, as a private enterprise, which it still remains. It is sustained entirely by tuitions and has no property but its furniture and fixtures. In June last, the interest of non-resident partners (who rendered no service) in its revenues was terminated. Relieved from this unnecessary tax it is confidently believed that its usefulness will be more certainly and rapidly increased.

The course of instruction embraces practical penmanship, commercial arithmetic, commercial correspondence, book-keeping, government and laws, commercial law, theory of trade and commerce, trade and commerce practically illustrated by dealings between teachers and students, and between students, also between the students and teachers of this college and colleges in other cities. The basis of instruction in these operations is Carey's Principles of Social Science.

In some branches thorough classification is maintained, in others a general gradation only can be preserved—much instruction is necessarily individual, while that of a general nature and incidental is imparted by lectures.

Five teachers are regularly employed, and three others give instruction in special branches

Whole number of students who have been admitted since the college was established.....	950
From January 1, 1866, to January 1, 1867.....	320
The daily attendance in December was.....	170

On the 13th of July, 1866, at a meeting for the purpose, convened in Cleveland, this institution, with others of the same class, formed a permanent organization, "*For the purpose of developing, diffusing and perpetuating a sound and comprehensive system of business education throughout the United States, commensurate with the growing wants of business life, and for the further purpose of placing this department of education in co-operative relations with the American system of general education.*"

This organization, under the name of the National Union of Business Colleges, gives promise of much usefulness in obviating the practical difficulties which hinder the substantial progress of this department of education.

Such are its spirit, purposes and plans that it should ultimately embrace the entire body of co-operative institutions and agencies in this department.

The nature of the ties, interests and operations of commercial life are such that its educational demands cannot be fully met without the aid of commercial association as an element in its system of education, in harmony with the scope and governing principles of commerce itself. This it is hoped ultimately to secure through this organization, which is so formed as to adjust itself to the growth and progress of commercial and general education.

Under date of August 22d, 1866, I took occasion to address a communication to Hon. Edward Salomon, president of the regents of the university, on the subject of commercial education and provisions therefor. That letter contained some points which it may not be out of place to present here. I there suggested that those who are to be educated may be divided into two classes, viz.: commercial and non-commercial; that all should receive so much commercial education as is necessary to the correct management of ordinary business and financial affairs, and that in addition to this the commercial class should receive a liberal commercial education; that our system of common and academic schools should provide for the general want of commercial education, and that a commercial department of the state university should provide for the liberal branches of commercial education adapted to the higher wants of the more purely commercial class, and all others who might desire to become versed in this branch of learning. I suggested that the merchants and business men in particular, both individually and through the Chamber of Commerce and Merchant's Association, would doubtless favor and assist in the establishment of such a department in Milwaukee. I also suggested reasons why the efficiency and strength of such a department would be enhanced by locating it at the centre of the commercial interests of the state.

General prosperity and good order hinge to such an extent upon the operations, relations and results of commerce, that public provision for its educational wants on a permanent and liberal basis is an imperative duty which cannot long be neglected without injury.

In a country like ours no great educational interest such as this should long be entrusted solely to the uncertain care of private enterprise, or subject to the vicissitudes of private fortune. It is contrary to the genius of our institutions, and derogatory to the interests of the people.

Wisconsin is laying the permanent foundations of her educational system, and the position she will hold depends much upon its entire completeness, and for this reason, the condition and claims of commercial education cannot be too carefully considered.

Very respectfully,

ROBERT C. SPENCER.

MILWAUKEE, Dec. 31, 1866.

TABLE NO. 1.

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866.

Counties and Towns.	No. of Children.	Apportionment.
ADAMS—		
Adams.....	131	\$ 58 95
Big Flats.....	26	11 70
Dell Prairie.....	244	109 80
Easton.....	101	45 45
Jackson.....	157	70 65
Leola.....	39	17 55
Lincoln.....	147	66 15
Monroe.....	123	55 35
New Chester.....	101	45 45
New Haven.....	428	192 60
Preston.....	70	31 50
Quincy.....	60	27 00
Richfield.....	118	53 10
Rome.....	32	14 40
Springville.....	162	72 90
Strong's Prairie.....	294	132 30
White Creek.....	78	35 10
Total.....	2,311	\$1,039 95
ASHLAND—		
La Pointe.....	62	27 90
BROWN—		
Bellevue.....	219	98 55
Depere.....	156	70 20
Depere Village.....	301	135 45
Eaton.....	96	43 20
Fort Howard.....	444	199 80
Glenmore.....	129	58 05
Green Bay.....	268	120 60
Green Bay City.....	1,106	497 70
Holland.....	402	180 90
Howard.....	309	139 05
Humboldt.....	298	134 10
Lawrence.....	406	182 70
Morrison.....	249	112 05
New Denmark.....	217	97 65
Pittsfield.....	55	24 75
Preble.....	257	115 65
Rockland.....	248	111 60
Scott.....	547	246 15
Suamico.....	122	54 90
Wrightstown.....	328	147 60
Total.....	6,157	\$2,770 65

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866.—Continued,

Counties and Towns.	No. of Children.	Apportionment.
BUFFALO—		
Alma.....	129	\$ 58 05
Belvidere.....	164	73 80
Buffalo.....	246	110 70
Buffalo City.....	69	31 05
Cross.....	174	78 30
Eagle Mills.....	87	39 15
Gilmanton.....	126	56 70
Glencoe.....	112	50 40
Maxville.....	280	117 00
Modena.....	84	37 80
Naples.....	314	141 30
Nelson.....	104	46 80
Waumandee.....	276	124 20
Total.....	2,145	\$965 25
BURNETT—		
Burnett.....	72	32 40
Total.....	72	\$32 40
CALUMET—		
Brillion.....	104	64 80
Brothertown.....	544	244 80
Charlestown.....	404	181 80
Chilton.....	467	210 15
Harrison.....	395	177 75
New Holstein.....	483	217 35
Rantoul.....	184	82 80
Stockbridge.....	541	243 45
Woodville.....	249	112 05
Total.....	3,371	\$1,516 95
CHIPPEWA—		
Anson.....		
Bloomer.....	181	81 45
Chippewa Falls.....	277	124 65
Eagle Point.....	276	124 20
La Fayette.....	206	92 70
Sigel.....	66	29 70
Wheaton.....	123	55 35
Total.....	1,129	\$508 05
CLARK—		
Pine Valley.....	160	72 00
Lynn.....	74	33 30
Loyal.....	41	18 45
Weston.....	99	44 55
Total.....	374	\$168 30

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
COLUMBIA—		
Arlington.....	317	\$142 65
Caledonia.....	417	187 65
Courtland.....	585	263 25
Columbus.....	925	416 25
Dekorra.....	532	239 40
Hampden.....	390	175 50
Fort Winnebago.....	255	114 75
Fountain Prairie.....	486	218 70
Leeda.....	400	180 00
Lewiston.....	375	168 75
Lodi.....	591	265 95
Lowville.....	354	159 30
Marcellon.....	364	163 80
Newport.....	478	215 10
Otsego.....	558	251 10
Pacific.....	75	33 75
Randolph.....	413	185 85
Scott.....	331	148 95
Springvale.....	342	153 90
West Point.....	310	139 50
Wyocena.....	460	207 00
Portage City.....	1,300	585 00
Total.....	10,258	4,616 10
CRAWFORD—		
Clayton.....	517	\$232 65
Eastman.....	396	178 20
Freeman.....	331	148 95
Haney.....	207	93 15
Lynxville.....	102	45 90
Marietta.....	164	73 80
Prairie du Chien.....	1,193	536 85
Seneca.....	280	126 00
Scott.....	279	125 55
Union.....	122	54 90
Utica.....	388	174 60
Wauzeka.....	278	125 10
Total.....	4,257	\$1,915 65
DANE—		
Albion.....	406	\$182 70
Berry.....	451	202 95
Black Earth.....	325	146 25
Blooming Grove.....	387	174 15
Blue Mounds.....	368	165 60
Bristol.....	519	233 55
Burke.....	417	187 65
Christiana.....	560	252 00
Cottage Grove.....	573	257 85
Cross Plains.....	375	168 75
Dane.....	427	192 15

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
DANE—continued.		
Deerfield.....	435	\$195 75
Dunkirk.....	725	326 25
Dunn.....	431	193 95
Fitchburg.....	498	224 10
Madison.....	338	152 10
Mazomanie.....	575	258 75
Medina.....	481	216 45
Middleton.....	565	254 25
Montrose.....	389	175 05
Oregon.....	560	252 00
Perry.....	365	164 25
Pleasant Springs.....	428	192 60
Primrose.....	393	176 85
Roxbury.....	493	221 85
Rutland.....	422	189 90
Springfield.....	498	224 10
Springdale.....	441	198 45
Sun Prairie.....	534	240 30
Vermont.....	487	219 15
Verona.....	440	198 00
Vienna.....	389	175 05
Westport.....	483	217 35
Windsor.....	389	175 05
York.....	468	210 60
Madison City.....	3,193	1,436 85
Total.....	19,228	\$8,632 60
DODGE—		
Ashippun.....	716	\$322 20
Beaver Dam.....	548	246 60
“ “ City.....	1,203	541 35
Barnett.....	372	167 40
Calamus.....	473	212 85
Chester.....	337	151 65
Clyman.....	662	297 90
Elba.....	629	283 05
Emmett.....	573	257 85
Fox Lake.....	734	330 30
Herman.....	768	345 60
Hubbard.....	1,088	489 60
Hustisford.....	630	283 50
Lebanon.....	664	298 80
Leroy.....	569	256 05
Lomira.....	721	324 45
Lowell.....	888	377 60
Oak Grove.....	696	313 20
Portland.....	574	258 30
Rubicon.....	847	381 15
Shields.....	537	241 65
Theresa.....	915	411 75
Trenton.....	688	309 60

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
DODGE—continued.		
Waupun, S. Ward.....	819	143 55
Westford.....	531	238 95
Williamstown.....	800	360 00
Total.....	17,482	\$7,866 90
DOON—		
Bailey's Harbor.....	46	\$20 70
Brussels.....	243	109 35
Clay Banks.....	16	7 20
Egg Harbor.....	62	27 90
Forestville.....	55	24 75
Gardner.....	60	27 00
Gibraltar.....	125	56 25
Liberty Grove.....	24	10 80
Nasewaupee.....	111	49 95
Sevastapol.....	95	42 75
Sturgeon Bay.....	144	64 80
Washington.....	103	46 35
Total.....	1,084	487 80
DOUGLAS—		
Superior.....	212	\$95 40
Total.....	212	\$95 40
DUNN—		
Dunn.....	240	\$108 00
Eau Galla.....	158	71 10
Menomonie.....	399	179 55
Peru.....	42	18 90
Red Cedar.....	264	118 80
Rock Creek.....	61	27 45
Spring Brook.....	397	178 65
Weston.....	71	31 95
Total.....	1,632	\$734 40
Eau Claire—		
Bridge Creek.....	335	\$150 75
Brunswick.....	126	56 70
Eau Claire.....	419	188 55
Lincoln.....	129	58 05
North Eau Claire.....	120	54 00
Oak Grove.....	121	54 45
Pleasant Valley.....	83	37 35
West Eau Claire.....	313	140 85
Total.....	1,636	\$740 70

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—continued.

Counties and Towns.	No. of Children.	Apportionment.
FOND DU LAC.		
Alto,.....	506	\$227 70
Ashford,.....	781	351 45
Auburn,.....	593	266 40
Byron,.....	601	270 45
Calumet,.....	667	300 15
Eden,.....	629	283 05
Eldorado,.....	680	306 00
Empire,.....	386	173 70
Fond du Lac,.....	410	184 50
“ “ City,.....	4,101	1,845 45
Forest,.....	524	235 80
Friendship,.....	400	180 00
Lamartine,.....	433	192 40
Marshfield,.....	650	292 50
Metomen,.....	619	278 55
Oakfield,.....	453	203 85
Osceola,.....	440	198 00
Ripon,.....	340	153 00
“ “ City,.....	809	364 05
Rosendale,.....	555	249 75
Springvale,.....	446	200 70
Taycheedah,.....	702	315 90
Waupun,.....	497	228 65
“ “ Village, N. Ward,.....	251	112 95
Total,.....	16,471	7,411 95
GRANT—		
Beetown,.....	707	310 15
Blue River,.....	230	103 50
Boscobel,.....	462	207 90
Cassville,.....	389	175 05
Clifton,.....	403	180 90
Ellenboro,.....	306	137 25
Fennimore,.....	583	262 35
Glen Haven,.....	365	164 25
Hazel Green,.....	1,065	479 25
Harrison,.....	428	192 60
Hickory Grove,.....	332	149 40
Jamestown,.....	510	229 50
Lancaster,.....	870	391 50
Liberty,.....	313	140 85
Lima,.....	400	180 00
Little Grant,.....	290	130 50
Marion,.....	238	107 10
Millville,.....	116	49 50
Mt. Hope,.....	283	127 35
Muscoda,.....	307	138 15
Paris,.....	324	145 80
Patch Grove,.....	307	138 15
Platteville,.....	1,267	570 15
Potosi,.....	1,207	543 15

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—continued.

Counties and Towns.	No. of Children.	Apportionment.
GRANT—continued.		
Smelser,.....	542	\$243 90
Tafton,.....	342	153 90
Waterstown,.....	193	86 85
Waterloo,.....	282	126 90
Wingville,.....	274	123 30
Woodman,.....	225	101 25
Wyalusing,.....	301	135 45
Total,.....	13,853	6,233 85
GREEN—		
Adams,.....	367	165 15
Albany,.....	583	262 35
Brooklyn,.....	417	187 65
Cadiz,.....	457	205 65
Clarno,.....	627	282 15
Decatur,.....	706	317 70
Exeter,.....	407	183 15
Jefferson,.....	668	300 60
Jordan,.....	406	182 70
Monroe,.....	1,359	611 55
Mt. Pleasant,.....	445	200 25
New Glarus,.....	385	173 25
Spring Grove,.....	475	213 75
Sylvester,.....	429	193 05
Washington,.....	333	149 85
York,.....	328	147 60
Total,.....	8,392	3,776 40
GREEN LAKE—		
Berlin,.....	395	177 75
" City,.....	845	380 25
Brooklyn,.....	445	200 25
Dayton,.....	288	129 60
Green Lake,.....	416	187 20
Kingston,.....	218	98 10
" Village,.....	132	59 40
Mackford,.....	341	153 45
Markesau Village,.....	123	55 35
Manchester,.....	417	187 65
Marquette,.....	190	85 50
Princeton,.....	375	168 75
" Village,.....	167	75 15
St. Marie,.....	231	103 95
Seneca,.....	125	56 25
Total,.....	4,708	2,118 60
Iowa—		
Arena,.....	537	241 65
Clyde,.....	281	126 45

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1886—continued.

Counties and towns.	No. of Children.	Apportionment.
IOWA—continued.		
Dodgeville,	1,575	\$708 75
Highland,	1,265	569 25
Linden,	769	343 05
Miffin,	499	224 55
Mineral Point,	566	254 70
" " City,	877	394 65
Moscow,	347	156 15
Pulaski,	426	191 70
Ridgeway,	968	435 60
Waldwick,	281	126 45
Wyoming,	281	126 45
Total,	8,672	3,902 40
JACKSON—		
Albion,	473	212 85
Alma,	398	179 10
Hixton,	258	115 20
Irving,	261	117 45
Manchester,	186	61 20
Melrose,	263	113 85
Northfield,	40	18 00
Springfield,	108	46 35
Total,	1,920	864 00
JEFFERSON—		
Aztalan,	454	204 30
Cold Spring,	258	116 10
Concord,	622	279 90
Farmington,	1,028	462 60
Hebron,	443	199 35
Ixonia,	764	343 80
Jefferson,	1,435	645 75
Koshkonong,	832	374 40
Lake Mills,	691	310 95
Milford,	668	300 60
Oakland,	427	192 15
Palmyra,	624	280 80
Sullivan,	653	293 85
Sumner,	158	71 10
Waterloo,	544	244 80
Waterloo Village,	210	94 50
Watertown,	911	409 95
" " City,	3,163	1,423 35
Total,	13,885	6,248 25
JUNEAU—		
Armenia,	76	34 20
Clearfield,	53	23 85
Fountain,	181	81 45

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and towns.	No. of Children.	Apportionment.
JUNEAU—concluded.		
Germantown,	239	\$107 55
Kildare,	303	136 35
Lisbon,	547	246 15
Lyndon,	196	88 20
Lindina,	393	176 85
Lemonweir,	348	156 60
Marion,	116	52 20
Mauston village,	295	132 75
Necedah,	218	98 10
Orange,	57	25 65
Plymouth,	260	117 00
Seven Mile Creek,	275	123 75
Summit,	222	99 90
Wonewoc,	278	125 10
Total,	4,057	1,825 65
KENOSHA—		
Brighton,	489	220 05
Bristol,	387	174 15
Kenosha city,	1,621	729 45
Paris,	446	200 70
Pleasant Prairie,	537	241 65
Randall,	224	100 80
Salem,	564	263 80
Somers,	514	231 90
Wheatland,	341	153 45
Total,	5,123	2,305 85
Kewaunee—		
Ahnapee,	343	154 35
Carlton,	364	163 90
Casco,	323	144 90
Coryville,	148	66 60
Franklin,	306	137 70
Kewaunee,	434	195 30
Lincoln,	175	78 75
Montpelier,	156	70 20
Pierce,	82	36 90
Red River,	333	149 85
Total,	2,663	1,198 85
La Crosse—		
Bangor,	354	159 30
Barre,	512	230 40
Burns,	330	148 50
Campbell,	331	148 95
Farmington,	360	162 00
Greenfield,	346	155 70
Holland,	172	77 40
Jackson,	283	127 35
La Crosse city,	1,467	660 15
Neshonoc,	293	131 85

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1886—Continued.

Counties and Towns.	No. of Children.	Apportionment.
LA CROSSE—concluded.		
Onalaska,.....	402	\$180 90
Washington,.....	154	69 30
Total,.....	5,004	2,251 80
LA FAYETTE—		
Argyle.....	498	224 10
Benton.....	918	413 10
Belmont.....	375	168 75
Center.....	909	409 05
Elk Grove.....	483	217 35
Fayette.....	428	192 60
Gratiot.....	572	257 40
Kendall.....	427	192 15
Monticello.....	210	94 50
New Diggings.....	716	322 20
Shullsburg.....	1,038	467 10
Wayne.....	376	169 30
White Oak Springs.....	238	107 10
Willow Springs.....	402	180 90
Wiota.....	634	285 30
Total,	8,224	3,700 80
LA POINTE—		
Bayfield.....	93	41 85
Total.....	93	41 85
MANITOWOC—		
Cato.....	700	315 00
Centerville.....	520	234 00
Cooperstown.....	532	239 40
Eaton.....	458	206 10
Franklin.....	554	249 30
Gibson.....	453	203 85
Kossuth.....	781	351 45
Liberty.....	544	244 80
Manitowoc.....	1,544	694 80
Manitowoc Rapids.....	537	241 65
Maple Grove.....	393	176 85
Mceme.....	567	255 15
Mishicott.....	602	270 90
Newton.....	557	250 65
Rockland.....	207	93 15
Schleswig.....	425	191 25
Two Creeks.....	140	63 00
Two Rivers.....	1,010	454 50
Total.....	10,524	4,735 80
MARATHON—		
Berlin,	216	97 20
Knowlton.....	41	18 45
Marathon.....	103	46 35

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
MARATHON—concluded.		
Mosinee.....	115	\$51 75
Stettin.....	108	48 60
Texas.....	66	29 70
Wausau.....	122	54 90
Wausau village.....	245	110 25
Weston.....	49	22 05
Total.....	1,065	479 25
MARQUETTE—		
Buffalo.....	318	143 10
Crystal Lake.....	176	79 20
Douglas.....	268	120 60
Harris.....	181	81 45
Mecan.....	159	71 55
Montello.....	313	140 85
Moundville.....	177	79 65
Neshkoro.....	149	67 05
Newton.....	256	115 20
Oxford.....	230	103 50
Packwaukee.....	218	98 10
Shields.....	228	102 60
Springfield.....	76	34 20
Westfield.....	180	81 00
Total.....	2,929	1,318 05
MILWAUKEE—		
Franklin.....	754	339 30
Granville.....	1,039	467 55
Greenfield.....	960	432 00
Lake.....	709	319 05
Milwaukee.....	1,116	502 20
“ city.....	20,055	9,024 75
Oak Creek.....	930	418 50
Wauwatosa.....	1,183	532 35
Total.....	26,746	12,035 70
MONROE—		
Adrian.....	206	92 70
Angelo.....	185	83 25
Clifton.....	113	50 85
Eaton.....	58	26 10
Glendale.....	136	61 20
Greenfield.....	142	63 90
Jefferson.....	209	94 05
La Fayette.....	123	55 35
Leon.....	377	169 65
Lincoln.....	260	117 00
Little Falls.....	190	85 50
Oak Dale.....	167	75 15
Portland.....	194	87 30

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
MONROE—concluded.		
Ridgeville,	262	\$117 90
Sheldon,	196	88 30
Sparta,	1,001	450 45
Tomah,	488	195 75
Wellington,	131	58 95
Wilton,	233	104 85
Total,	4,618	2,078 10
OCONTO—		
Marinette,	179	80 55
Oconto,	153	68 85
Oconto Village,	414	186 30
Pensaukee,	150	67 60
Peshigo,	227	102 15
Stiles,	116	52 20
Suamico,	26	11 70
Total,	1,265	569 25
OUTAGAMIE—		
Appleton (city),	1,042	468 90
Black Creek,	27	12 15
Bovina,	104	46 80
Buchanan,	164	73 80
Center,	296	133 20
Dale,	345	155 25
Ellington,	318	143 10
Freedom,	335	150 75
Grand Chute,	104	46 80
Greenville,	565	254 25
Hortonia,	316	142 30
Kaukauna,	419	188 55
Liberty,	80	36 00
Maple Creek,	160	72 00
Osborn,	104	46 80
Total,	4,379	1,970 45
OZAUKER—		
Belgium,	999	449 55
Cedarburg,	1,159	521 55
Fredonia,	804	361 80
Grafton,	787	354 15
Mequon,	1,414	636 30
Port Washington,	1,078	485 10
Saukville,	794	357 30
Total,	7,035	3,165 75
PEPIN—		
Albany,	46	20 70
Durand,	260	117 00

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
PEPIN—concluded.		
Frankfort,.....	69	\$31 05
Lima,.....	134	60 30
Pepin,.....	285	128 25
Stockholm,.....	74	33 30
Waterville,.....	108	48 60
Waubeek,.....	28	12 60
Total,.....	1,004	451 80
PIERCE.		
Clifton,.....	237	106 65
Diamond Bluff,.....	62	27 90
El Paso,.....	48	21 60
Hartland,.....	77	34 65
Isabelle, (no report).....		
Martell,.....	288	129 60
Oak Grove,.....	200	90 00
Perry,.....	133	59 85
Pleasant Valley,.....	110	49 50
Prescott,.....	352	158 40
River Falls,.....	420	189 00
Salem,.....	58	26 10
Trenton,.....	85	38 25
Trimball,.....	145	65 25
Union,.....	23	10 35
Total,.....	2,238	1,007 10
POLK—		
Alden,.....	56	25 20
Farmington,.....	156	70 20
Lincoln,.....	87	16 65
Osceola,.....	198	89 10
St. Croix Falls,.....	130	58 50
Sterling,.....	15	6 75
Total,.....	592	266 40
PORTAGE—		
Amherst,.....	308	138 60
Almond,.....	229	103 05
Belmont,.....	166	74 70
Buena Vista,.....	203	91 35
Eau Pleine,.....	53	23 85
Grant,.....	40	18 00
Hull,.....	144	64 80
Linwood,.....	51	22 95
Lanark,.....	186	83 70
New Hope,.....	209	94 05
Plover,.....	352	158 40
Pine Grove,.....	164	73 80
Sharon,.....	315	141 75
Stevens Point,.....	19	8 55

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
PORTAGE—concluded.		
Stevens Point City,.....	518	\$233 10
Stockton,.....	216	97 20
Total,.....	3,173	1,427 85
RACINE—		
Burlington,.....	919	413 55
Caledonia,.....	1,093	491 85
Dover,.....	464	208 80
Mount Pleasant,.....	893	401 85
Norway,.....	421	189 45
Raymond,.....	536	241 30
Rochester,.....	334	150 30
Waterford,.....	543	244 35
Yorkville,.....	538	243 10
City of Racine,.....	2,774	1,248 30
Total,.....	8,515	3,831 75
RICHLAND—		
Akan,.....	185	80 75
Bloom,.....	352	158 40
Buena Vista,.....	412	185 40
Dayton,.....	291	130 95
Eagle,.....	412	185 40
Forest,.....	327	147 15
Henrietta,.....	281	126 45
Ithaca,.....	490	220 80
Marshall,.....	294	132 30
Orion,.....	240	108 00
Richland,.....	525	236 25
Richwood,.....	422	189 90
Rockbridge,.....	312	140 40
Sylvan,.....	269	121 05
Westford,.....	270	121 50
Willow,.....	199	89 55
Total,.....	5,231	2,353 95
Rock—		
Avon,.....	352	158 40
Beloit,.....	318	143 10
Beloit City,.....	1,564	703 80
Bradford,.....	372	167 40
Center,.....	421	189 45
Clinton,.....	598	269 10
Fulton,.....	737	331 65
Harmony,.....	362	162 90
Janesville,.....	345	155 25
Janesville City,.....	3,141	1,413 45
Johnstown,.....	460	207 00
La Prairie,.....	329	148 05
Lima,.....	385	173 25

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
Rock—continued.		
Magnolia.....	424	\$190 80
Milton.....	601	270 45
Newark.....	466	209 70
Plymouth.....	465	209 25
Porter.....	513	230 85
Rock.....	474	213 30
Spring Valley.....	409	184 05
Turtle.....	459	206 55
Union.....	666	299 70
Total.....	13,861	\$6,237 45
SAINT CROIX—		
Oylon.....	97	\$43 65
Eau Galla.....	54	24 30
Emerald.....	56	25 20
Erin.....	314	141 30
Hammond.....	210	94 50
Hudson.....	116	52 20
" City.....	612	275 40
Kinnikinnic.....	146	65 70
Pleasant Valley.....	185	83 25
Richmond.....	204	91 80
Rush River.....	173	77 85
Somerset.....	130	58 50
Springfield.....	29	13 05
St. Joseph.....	72	32 40
Star Prairie.....	177	79 65
Troy.....	209	94 05
Warren.....	78	32 85
Total.....	2,857	1,285 65
SAUK—		
Baraboo.....	869	\$391 05
Bear Creek.....	246	110 70
Dellona.....	233	104 85
Excelsior.....	249	112 05
Fairfield.....	298	134 10
Franklin.....	314	141 30
Freedom.....	250	112 50
Greenfield.....	350	157 50
Honey Creek.....	400	180 00
Monroton.....	411	184 95
Lavalle.....	289	130 05
Merimack.....	304	136 80
New Buffalo.....	321	144 45
Prairie du Sac.....	692	311 40
Reedsburg.....	478	215 10
Spring Green.....	351	157 95
Sumpter.....	364	163 80
Troy.....	357	160 65

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
SAUK—continued.		
Washington.....	313	\$140 85
Westfield.....	337	151 65
Winfield.....	294	132 30
Woodland.....	260	117 09
Total.....	7,980	\$3,591 00
SHAWANO—		
Belle Plain.....	139	\$62 55
Hartland.....	37	16 65
Pella.....	94	42 30
Richmond.....	80	36 00
Shawano.....	24	10 80
Waukecheon.....	10	4 50
Total.....	384	\$172 80
SHEBOYGAN—		
Greenbush.....	572	\$257 40
Herman.....	840	378 00
Holland.....	1,029	463 05
Lima.....	733	329 83
Lyndon.....	588	263 60
Mosel.....	362	162 90
Mitchell.....	426	191 70
Plymouth.....	864	388 80
Rhine.....	603	271 35
Russell.....	246	110 70
Scott.....	570	256 50
Sheboygan.....	503	226 35
" City.....	1,596	718 20
Sheboygan Falls.....	779	350 55
" Village.....	489	220 05
Sherman.....	583	263 25
Wilson.....	470	211 50
Total.....	11,235	\$5,064 75
TREMPEALEAU—		
Arcadia.....	175	\$78 75
Burnside.....	69	31 05
Caledonia.....	176	79 20
Ettrick.....	242	108 90
Gale.....	874	168 30
Hale.....	23	10 35
Lincoln.....	86	38 70
Preston.....	181	81 45
Sumner.....	126	56 70
Trempealeau.....	497	223 65
Total.....	1,949	\$877 05

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
VERNON—		
Bergen.....	178	\$80 10
Christiana.....	875	168 75
Clinton.....	163	73 35
Coon.....	200	90 00
Forest.....	218	98 10
Franklin.....	384	172 80
Genoa.....	129	58 05
Greenwood.....	160	72 00
Hamburg.....	350	157 50
Harmony.....	214	96 30
Hillsborough.....	306	137 70
Jefferson.....	850	157 50
Kickapoo.....	390	175 50
Liberty.....	129	58 05
Stark.....	183	82 35
Sterling.....	287	129 15
Union.....	118	50 85
Viroqua.....	655	294 75
Webster.....	189	85 05
Wheatland.....	177	79 65
Whitestown.....	128	57 60
Total.....	5,278	\$2,375 10
WALWORTH—		
Bloomfield.....	437	\$196 65
Darien.....	570	256 50
Delavan.....	937	421 65
Elkhorn.....	363	163 35
East Troy.....	598	269 10
Geneva.....	825	371 25
La Grange.....	462	207 90
La Fayette.....	478	215 10
Linn.....	307	138 15
Lyons.....	510	229 50
Richmond.....	408	183 60
Sharon.....	672	302 40
Spring Prairie.....	483	217 35
Sugar Creek.....	405	182 25
Troy.....	457	205 65
Walworth.....	549	247 05
Whitewater.....	1,336	601 20
Total.....	9,797	\$4,408 65
WASHINGTON—		
Addison.....	934	\$420 30
Barton.....	478	212 85
Erin.....	697	313 65
Farmington.....	793	356 85
Germanatown.....	987	444 15
Hartford.....	1,033	464 85

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1866—Continued.

Counties and Towns.	No. of Children.	Apportionment.
WASHINGTON—continued.		
Jackson.....	858	386 10
Kewaskum.....	500	225 00
Polk.....	1,044	469 80
Richfield.....	784	352 80
Trenton.....	824	370 80
Wayne.....	762	342 90
West Bend.....	751	337 95
Total.....	10,440	4,698 00
WAUKESHA—		
Brookfield.....	766	344 70
Delafield.....	506	227 70
Eagle.....	469	211 08
Genesee.....	683	307 35
Lisbon.....	556	250 30
Menomonee.....	900	405 00
Merton.....	551	247 95
Mukwanago.....	506	227 70
Muskego.....	587	264 15
New Berlin.....	802	360 90
Oconomowoc.....	1,052	473 40
Ottawa.....	460	207 00
Pewaukee.....	605	272 25
Summit.....	406	182 25
Vernon.....	417	187 65
Waukesha.....	1,303	586 25
Total.....	10,568	4,755 60
WAUPACA—		
Bear Creek.....	72	32 40
Caledonia.....	252	113 40
Dayton.....	282	126 90
Dupont.....	21	9 45
Farmington.....	262	117 90
Helvetia.....	81	36 95
Iola.....	237	106 65
Larrabee.....	35	15 75
Lebanon.....	174	78 30
Lind.....	383	173 25
Little Wolf.....	149	67 05
Matteson.....	49	22 05
Mukwa.....	465	209 25
Royalton.....	216	97 30
St. Lawrence.....	241	108 45
Scandinavia.....	376	169 20
Union.....	45	20 25
Waupaca.....	565	254 25
Weyauwega.....	489	220 05
Total.....	4,844	1,954 80

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1886—Concluded.

Counties and Towns.	No. of Children.	Apportionment.
WAUSHARA—		
Aurora.....	387	\$174 15
Bloomfield.....	330	148 50
Coloma.....	126	56 70
Dakota.....	110	49 50
Deerfield.....	57	25 65
Hancock.....	125	56 25
Leon.....	356	160 20
Marion.....	243	109 35
Mt. Morris.....	189	85 05
Oasis.....	193	86 85
Plainfield.....	405	182 25
Poylppi.....	133	60 75
Richford.....	145	65 25
Rose.....	90	40 50
Saxeville.....	240	108 00
Springwater.....	194	87 30
Warren.....	235	105 75
Wautoma.....	289	130 05
Total.....	3,849	1,732 05
WINNEBAGO—		
Algoma.....	320	144 00
Black Wolf.....	331	148 95
Clayton.....	513	230 85
Menasha.....	909	409 05
Neenah.....	894	402 30
Nekimi.....	441	198 45
Nepeuskine.....	376	169 20
Oshkosh.....	277	124 65
Oshkosh city.....	3,482	1,568 90
Omro.....	873	392 85
Poygan.....	322	144 90
Rushford.....	766	343 70
Utica.....	495	222 75
Vinland.....	409	184 05
Winchester.....	666	299 70
Winneconne.....	521	234 45
Wolf River.....	141	63 45
Total.....	11,736	5,281 20
WOOD—		
Centralia.....	211	94 95
Dexter.....	99	44 55
Grand Rapids.....	312	140 40
Rudolph.....	107	48 15
Saratoga.....	103	46 35
Seneca.....	56	25 20
Sigel.....	39	17 55
Total.....	927	417 15

TABLE NO. 2.—DISTRICTS, CHILDREN, AND SCHOOL ATTENDANCE.
ADAMS COUNTY.

Towns.	Whole number of School Districts.	Number of Districts which have reported.	Whole number of parts of Districts.	Number of parts of Districts which have reported.	Number of male children over 4 and under 20 years of age.	Number of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age.	No. of children over 4 and under 20 years of age in the districts maintaining school 3 or more months.	Number over 4 and under 20 years of age who have attended school.	Number under 4 years of age who have attended school.	Number over 20 years of age who have attended school.	Total number of different pupils who have attended school during the year.	Number of days a school has been taught by a qualified teacher during the year.	Number of days attendance of pupils under four years of age.	Number of days attendance of pupils over 20 years of age.	Number of days attendance of pupils over 4 and under 20 years of age.	Total number of days attendance of different pupils during the year.
Adams,	6	6	6	6	102	99	201	201	152	...	...	152	566	...	...	5,414	5,414
Big Flats,	1	1	1	1	15	13	28	28	24	...	...	24	182	...	...	850	850
Dell Prairie,	2	2	3	3	111	113	224	224	199	...	2	201	566	...	20	12,924	12,924
Easton,	3	3	...	...	49	43	92	92	82	...	...	84	363	...	44	7,699	7,743
Jackson,	4	4	3	3	75	67	142	142	120	...	1	121	609	...	39	6,395	6,434
Lincoln,	3	3	3	3	77	79	156	156	146	...	...	159	633	...	...	9,696	9,750
Leola,	2	2	...	...	18	22	40	40	38	...	...	39	193	...	...	1,842	1,884
Monroe,	3	3	1	1	39	52	91	91	57	...	...	57	204	...	...	2,780	2,780
New Haven,	5	5	1	1	167	202	369	369	296	1	2	309	800	...	80	5,118	5,118
New Chester,	3	3	4	4	70	57	127	127	100	...	...	100	648	...	...	8,277	8,277
Preston, .....	...	...	1	1	11	8	19	19	35	...	2	37	132	...	114	1,880	1,880
Quincy,	2	2	1	1	42	31	73	73	44	...	...	75	407	...	...	3,639	3,639
Richfield,	1	1	4	4	57	55	112	112	92	...	...	106	396	...	...	4,760	4,760
Roma,	3	3	...	...	20	18	38	38	25	...	...	242	242	...	...	306	3,481
Springville,	4	3	3	2	58	55	113	113	121	...	...	124	336	...	...	1,190	15,304
Strong's Prairie,	5	4	2	...	137	150	287	287	207	3	1	211	405	...	5	7,207	7,241
White Creek,	1	1	1	1	35	40	75	75	66	...	...	69	173	...	182	4,831	5,023
Totals,	52	45	28	21	1,083	1,104	2,187	2,187	1,894	8	13	1,911	6,901	333	464	89,796	108,034

ASHLAND COUNTY.

La Pointe.....	1	1	.....	35	32	67	33	.....	33	176	.....	.....	5,808
Bayport.....	1	1	.....	70	50	120	.....	.....	4	124	178	.....	.....
Totals.....	2	2	105	82	187	33	37	30	178	5,808

BAYFIELD COUNTY.

Bayfield.....	1	1	66	77	143	52	52	166
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BROWN COUNTY.

Bellevue.....	2	2	1	1	140	124	264	230	111	111	270	3,600
Depere.....	3	3	1	1	79	66	145	145	102	102	450	5,210
Depere village.....	1	1	.....	.....	138	138	291	291	171	1	172	110	20	11,051
Eaton.....	2	2	1	.....	46	55	101	101	95	.....	95	252	.....	8,072
Fort Howard.....	2	2	.....	.....	337	343	680	680	254	.....	254	382	.....	32,269
Glenmore.....	3	3	1	1	90	100	190	189	112	.....	112	471	.....	7,552
Green Bay.....	2	1	2	.....	185	171	356	275	20	.....	35	190	.....	1,860
Green Bay city.....	1	1	.....	.....	493	611	1,104	1,104	395	17	2	414	.....	38,304
Holland.....	4	4	.....	.....	238	185	423	423	246	.....	246	730	.....	26,615
Howard.....	3	3	.....	.....	150	159	309	309	178	.....	178	374	.....	7,343
Humboldt.....	3	3	1	1	127	172	299	279	103	.....	103	332	.....	6,093
Lawrence.....	4	4	1	.....	255	204	419	419	180	.....	279	516	65	21,949
Morrison.....	5	5	.....	.....	155	152	307	307	217	8	240	640	52	14,825
New Denmark.....	5	5	.....	.....	107	114	221	221	144	.....	145	484	.....	7,459
Pitt field.....	2	2	.....	.....	34	43	77	77	40	2	50	176	20	877
Preble.....	2	2	1	1	127	101	228	190	83	.....	84	198	.....	3,559
Rockland.....	5	5	.....	.....	142	125	267	267	204	1	224	198	36	21,961
Scott.....	4	4	2	2	298	244	542	542	116	.....	313	954	.....	13,815
Suamico.....	3	3	.....	.....	73	68	140	140	116	.....	116	431	.....	8,751
Wrightstown.....	6	6	2	1	195	167	362	338	284	4	288	637	15	21,836
Totals.....	62	61	13	10	3,368	3,357	6,725	6,527	3,323	27	7	3,561	8,642	262,680

BUFFALO COUNTY.

Alma.....	3	3	1	1	76	88	164	192	181	8	1	120	503	200	40	10,965	11,205
Belvidere.....	3	3	1	1	115	76	191	191	104	.....	.....	104	299	.....	.....	5,654	5,654
Buffalo.....	3	3	1	1	139	140	279	279	226	.....	.....	226	503	.....	.....	16,876	16,876
Buffalo City.....	1	1	.....	.....	30	32	62	62	61	.....	.....	60	200	.....	.....	.....	.....
Cross.....	3	3	1	1	100	99	199	109	111	.....	1	112	331	.....	66	6,329	6,383
Eagle Mills.....	2	2	.....	.....	51	51	92	92	21	.....	.....	25	151	.....	754	754	754
Gilmanston.....	4	4	.....	.....	83	69	152	152	111	.....	2	113	469	.....	60	4,933	4,993
Glencoe.....	3	3	1	1	113	92	205	71	75	2	.....	98	352	64	.....	7,318	7,382
Maxville.....	6	6	2	2	127	98	225	182	171	11	4	186	640	561	320	8,048	9,529
Modena.....	2	2	.....	.....	52	34	86	86	.....	.....	.....	87	154	.....	.....	2,746	2,746
Naples.....	6	6	1	1	106	147	313	221	221	1	3	225	912	20	60	19,531	19,612
Nelson.....	1	1	2	2	78	59	132	132	57	.....	2	59	252	.....	56	2,958	3,014
Waumandee.....	6	6	.....	.....	175	170	345	345	187	.....	.....	708	.....	.....	.....	5,642	5,642
Totals.....	43	43	9	9	1,300	1,145	2,445	2,204	1,523	17	18	2,093	4,765	845	602	91,654	98,102

BURNETT COUNTY.

Grantsburg.....	2	2	40	37	77	77	77	2	41	130	1,308
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CALUMET COUNTY.

Brillion.....	2	4	86	81	167	163	114	1	2	134	498	11	95	6,971	7,076
Bohertown.....	3	9	1	1	304	268	572	572	416	448	1,168	28,817	28,817
Charlestown.....	6	6	2	2	920	298	437	437	368	5	1	374	1,088	161	75	21,742	21,978
Chilton.....	9	8	1	1	237	249	486	486	418	.....	8	421	1,208	.....	140	33,282	33,422
Harrison.....	11	11	.....	.....	247	218	465	465	325	5	.....	390	1,081	50	.....	18,251	18,301
New Holstein.....	4	4	3	3	270	298	568	568	.....	.....	.....	212	1,136	.....	.....	13,418	13,418
Rantoul.....	4	4	1	1	111	90	201	201	136	4	.....	140	484	63	.....	8,142	8,105
Stockbridge.....	7	7	.....	.....	284	302	586	586	449	1	5	455	980	26	123	32,328	32,467
Woodville.....	5	5	1	1	124	143	267	267	140	.....	.....	140	710	.....	.....	9,132	9,132
Totals.....	60	58	9	9	1,892	1,857	3,749	3,670	2,366	16	11	2,054	8,348	311	433	171,978	173,731

CHIPPEWA COUNTY.

Anson,.....	2	2	1	12	15	97	27	24	24	182	1,199	1,199
Bloomer,.....	8	8	1	115	120	236	211	153	153	569	6,079	6,079
Chippewa Falls,.....	1	1	1	185	157	842	342	184	184	440	21,560	21,560
Eagle Point,.....	6	6	1	174	182	356	356	223	223	564	10,531	10,531
La Fayette,.....	6	6	1	120	136	286	256	191	3	8	7,727	7,781
Sigel,.....	3	3	1	50	84	84	84	35	196	198	1,264	1,264
Wheaton,.....	5	4	1	62	58	130	120	100	100	345	4,176	4,176
Totals,.....	31	30	1	718	702	1,420	1,396	910	2	8	52,536	52,536

CLARK COUNTY.

Levis,.....	8	2	2	29	28	57	26	84	34	126	1,320	1,320
Loyal,.....	3	2	1	24	18	37	37	82	19	122	1,109	1,109
Lynn,.....	3	3	1	61	38	99	99	119	73	326	3,548	3,548
Pine Valley,.....	3	3	1	113	81	194	194	8	63	371	10,127	10,127
Weston,.....	3	2	1	57	50	107	107	3	89	306	4,655	4,655
Totals,.....	15	12	3	284	210	494	20	235	4	1,251	20,639	20,639

COLUMBIA COUNTY.

Arlington,.....	4	4	4	165	147	312	312	275	1	1	277	15,787
Caledonia,.....	6	6	2	218	194	412	412	291	3	6	390	19,129
Columbus,.....	8	8	4	478	461	939	939	702	5	8	476	69,681
Courtlund,.....	4	4	3	288	314	602	602	467	1	8	476	39,238
Dekorra,.....	8	8	2	286	261	547	547	463	1	9	473	33,206
Fort Winnebago,.....	4	4	3	154	131	285	285	264	1	1	265	13,999
Fountain Prairie,.....	6	6	2	267	220	487	487	385	2	4	391	33,445
Hampden,.....	7	7	3	190	210	400	389	325	5	5	325	14,213
Leeds,.....	6	6	1	239	207	446	446	279	5	8	284	13,755
Lewiston,.....	9	9	1	199	175	374	374	271	3	3	277	14,394
Lodi,.....	5	5	6	299	292	591	591	591	30	621	2,005	43,917

Lowville.....	5	5	3	3	169	172	341	307	337	21	339	1,055	111	23,313	23,424
Marcellon.....	7	7	3	3	212	181	393	393	305	7	312	1,050	207	13,021	13,288
Newport.....	4	4	3	3	253	219	472	472	368	1	369	608	13	15,750	15,763
Onego.....	5	5	3	3	297	268	565	565	316	3	319	958	121	25,348	25,469
Pacific.....	3	3	2	2	43	29	72	72	72	6	79	388	12	5,433	5,677
Portage City.....	1	1	1	1	646	636	1,282	1,282	1,018	1	1,018	1,594	...	84,116	84,116
Randolph.....	2	2	7	7	168	184	332	332	307	3	310	944	137	20,376	20,513
Scott.....	8	8	2	2	169	172	341	341	340	4	343	1,311	96	23,639	23,755
Springvale.....	0	0	2	2	193	156	349	349	340	1	301	942	49	16,506	16,555
West Point.....	6	6	4	4	162	156	318	318	280	1	281	987	57	17,721	17,778
Wycocena.....	8	8	3	3	226	234	460	460	352	3	378	1,120	168	30,525	30,741
Totals.....	122	121	62	61	5,321	5,019	10,840	10,243	8,326	18	98	8,442	22,516	588,444	593,327

CRAWFORD COUNTY.

Clayton.....	13	13	1	1	269	261	530	530	364	2	3	369	1,060	50	57	15,619	15,726
Eastman.....	5	5	5	5	222	233	453	455	304	8	1	324	907	1	20	15,909	15,909
Freeman.....	6	6	7	7	180	192	372	372	142	2	2	146	639	120	72	5,434	5,626
Haney.....	2	2	6	6	105	81	189	189	185	...	3	101	594	...	105	10,105	10,210
Lynxville.....	3	3	2	2	58	61	109	109	84	1	...	85	381	24	...	3,611	3,636
Marietta.....	4	4	1	1	95	93	188	188	103	1	...	104	412	10	...	6,186	6,196
Prairie du Chien.....	9	9	...	...	638	594	1,232	1,232	922	6	3	931	1,210	61	231	73,320	73,512
Seneca.....	4	4	6	6	170	154	324	324	344	...	2	348	1,086	...	27	26,585	26,612
Scott.....	5	5	3	3	152	134	286	286	212	...	...	182	726	...	...	11,765	11,765
Utica.....	7	7	1	1	180	183	318	318	160	...	2	122	856	...	69	10,408	10,472
Totals.....	64	63	35	35	2,225	2,082	4,307	3,006	2,837	21	17	2,936	8,524	278	631	199,502	200,581

DANE COUNTY—1st District.

Albion.....	7	7	...	...	242	205	447	447	286	...	7	293	1,016	...	205	16,004	16,805
Blooming Grove.....	6	6	2	2	167	181	348	348	208	1	1	205	69	50	33	11,992	12,075
Bristol.....	8	8	3	3	278	244	617	617	156	3	1	159	1,088	10	6	7,243	4,303
Burke.....	3	3	4	4	184	178	362	362	332	1	...	348	1,053	11	...	14,413	14,429
Christiana.....	4	4	7	7	297	297	594	594	444	...	6	450	1,083	...	136	18,446	18,572
Chottage Grove.....	5	5	6	6	275	278	553	553	443	...	2	444	1,177	...	41	19,815	19,829
Deerfield.....	5	5	5	5	237	214	461	461	235	...	3	238	617	...	60	9,992	10,053
Dunkirk.....	7	7	4	4	343	346	691	691	537	6	5	594	1,184	174	211	21,163	30,213

Dunn.....	6	6	8	278	283	581	332	339	7	792	147	14,231	18,198
Medina.....	5	5	4	274	242	516	423	361	2	366	49	25,425	26,591
Pleasant Springs.....	4	4	4	192	192	384	335	180	6	186	533	8,113	8,343
Rutland.....	8	8	5	248	229	477	477	439	1	440	1,103	20,812	20,851
Sun Prairie.....	4	4	6	302	288	590	253	377	1	435	992	15,980	16,726
Vienna.....	3	3	6	197	195	392	.....	361	5	366	1,044	40,761	41,095
Westport.....	6	6	3	254	204	457	.....	308	1	317	806	16,759	16,820
Windsor.....	5	5	4	226	196	422	.....	297	1	301	798	12,962	13,045
York.....	5	5	3	250	240	490	.....	408	1	418	1,326	24,487	24,588
Totals.....	91	91	68	4,238	3,984	8,222	3,925	6,259	16	6,629	25,239	319,256	309,469

DANE COUNTY—2d District.

Berry.....	5	5	2	245	212	457	293	148	2	1	532	8	6,220	6,231
Black Earth.....	8	8	2	192	178	365	312	272	.....	.....	360	.....	19,950	19,950
Blue Mounds.....	4	4	1	230	228	458	458	263	.....	.....	669	.....	12,968	12,968
Cross Plains.....	7	7	1	340	243	550	550	279	4	2	769	17	17,407	17,453
Dane.....	4	4	8	232	233	465	415	299	10	309	1,059	.....	20,078	20,285
Fitchburg.....	8	8	3	291	288	549	549	418	6	3	1,307	17	28,010	28,144
Madison.....	4	4	2	178	167	345	345	246	.....	2	768	.....	17,597	17,636
Madison city.....	1	1	.....	1,608	1,758	3,366	3,366	1,248	.....	1,246	205	.....	99,241	99,241
Mazomanie.....	2	2	2	318	288	601	601	494	.....	2	354	.....	40,911	40,978
Middleton.....	8	8	3	306	306	612	612	446	.....	6	1,902	.....	26,540	26,727
Monroe.....	5	5	2	219	197	416	416	408	.....	1	890	.....	25,350	25,438
Montrose.....	9	9	3	809	233	562	562	463	2	6	1,302	14	33,478	33,773
Oregon.....	5	5	2	247	197	444	444	225	5	10	427	.....	7,382	7,445
Perry.....	6	6	3	225	199	424	424	285	.....	6	742	.....	19,618	19,674
Primrose.....	6	6	3	221	213	434	434	285	1	.....	786	47	17,987	18,034
Roxbury.....	3	3	4	221	213	434	434	285	.....	.....	739	.....	14,703	14,794
Springdale.....	5	5	2	246	241	487	487	296	.....	7	1,265	.....	23,087	23,090
Springfield.....	7	7	4	300	274	574	574	410	1	1	1,265	.....	10,663	10,724
Vermont.....	6	6	.....	292	248	540	540	328	15	1	345	.....	25,098	25,171
Verona.....	6	6	2	218	196	414	414	342	3	.....	1,129	78	.....	.....
Totals.....	98	98	46	6,182	5,881	12,063	11,806	7,149	39	58	15,083	186,130	456,297	457,787

DODGE COUNTY—1st District.

Ashippun,.....	5	5	6	6	357	335	692	692	535	2	2	539	1,260	23	92	35,718	35,833
Clyman,.....	4	4	7	7	322	295	617	617	410	4	4	414	995	80	100	17,995	6,239
Emmett,.....	8	8	2	2	298	252	545	545	302	5	5	312	1,096	782	100	17,281	17,595
Herman,.....	8	8	2	2	333	354	747	747	280	1	1	280	782	22	100	13,920	13,920
Hubbard,.....	6	6	3	3	580	544	1,124	1,124	1,019	2	2	1,010	1,175	202	533	104,409	106,482
Hustisford,.....	4	4	5	5	348	285	633	633	399	1	1	400	1,244	22	128	27,954	27,954
Lebanon,.....	6	6	3	3	324	338	662	662	201	1	1	203	649	128	100	10,760	10,885
Le Roy,.....	7	7	1	1	318	293	611	611	437	3	3	442	1,127	67	120	19,238	21,842
Lomira,.....	10	10	3	3	353	355	708	708	414	4	4	418	1,336	107	78	29,138	29,245
Rubicon,.....	8	8	5	5	417	369	786	786	504	2	2	513	1,283	78	32	32,533	32,641
Theresa,.....	6	6	4	4	444	439	883	883	316	4	4	316	815	53	87	14,749	14,749
Williamstown,.....	6	6	2	2	378	398	776	776	394	4	4	399	884	53	87	27,987	28,079
Totals,.....	78	78	41	41	4,327	4,237	8,784	8,786	5,201	26	37	5,276	12,646	374	608	334,682	345,564

DODGE COUNTY—2d District.

Beaver Dam,.....	8	8	3	3	306	281	587	587	415	5	5	385	1,363	30	131	25,603	25,755
Beaver Dam City,.....	1	1	5	5	544	612	1,156	1,156	684	1	1	684	200	10	208	20,425	20,613
Burnett,.....	3	3	5	5	220	193	413	413	370	1	1	376	942	51	283	15,492	16,571
Calamus,.....	9	9	1	1	238	205	443	443	314	4	4	328	1,257	284	23	23,599	23,599
Chester,.....	4	4	6	6	173	185	358	358	327	6	6	331	1,526	101	39	39,816	39,916
Elba,.....	7	7	2	2	309	270	579	579	494	1	1	498	1,364	99	101	1,020	1,025
Fox Lake,.....	3	3	8	8	178	145	323	323	115	2	2	180	842	176	255	19,925	19,925
Lowell,.....	10	10	4	4	473	455	928	928	592	19	19	592	1,571	190	255	43,908	44,353
Oak Grove,.....	7	7	6	6	375	377	752	752	591	8	8	603	1,307	200	107	22,992	23,929
Portland,.....	5	5	6	6	306	270	576	576	454	4	4	462	1,154	200	107	19,183	19,376
Shields,.....	4	4	2	2	280	228	508	508	490	5	5	455	744	193	293	33,404	33,800
Trenton,.....	10	10	6	6	371	363	734	734	597	8	11	611	1,839	102	293	40,350	40,350
Waupun Village,.....	6	6	2	2	127	116	243	243	295	2	2	295	855	132	75	36,384	36,641
Westford,.....	6	6	4	4	307	275	582	582	436	23	23	330	1,383	132	75	36,384	36,641
Totals,.....	77	77	55	55	4,207	3,970	8,177	8,177	6,080	73	50	6,090	15,987	924	1,716	347,676	350,933

DOOR COUNTY.

Bailey's Harbor.....	1	1	38	27	60	60	38	38	38	154	2,567	2,567
Brussels.....	1	1	78	52	130	130	78	78	78	154	2,567	2,567
Chamber's Island.....	2	2	24	28	47	47	38	38	38	140	1,957	1,957
Clay Banks.....	1	1	39	29	68	68	38	38	38	66	8,652	8,652
Egg Harbor.....	3	3	32	27	59	59	34	34	34	66	1,497	1,497
Forestville.....	3	3	42	41	83	83	55	55	55	266	8,535	8,535
Gardner.....	4	4	70	68	138	138	84	84	84	198	3,341	3,341
Gibraltar.....	2	2	60	45	105	105	70	70	70	308	2,282	2,282
Liberty Grove.....	3	3	80	39	99	99	72	72	72	484	4,094	4,094
Nasewaupce.....	4	4	80	90	170	170	196	196	196	477	9,756	9,756
Sevastopol.....	1	1	45	36	81	81	25	25	25	66	1,398	1,398
Sturgeon Bay.....	3	3	65	57	122	122	68	68	68	198	4,347	4,347
Union.....	27	21	628	534	1,162	948	684	6	3	702	35,640	35,640
Washington.....	27	21	628	534	1,162	948	684	6	3	702	35,640	35,640
Totals.....	27	21	628	534	1,162	948	684	6	3	702	35,640	35,640

DOUGLAS COUNTY.

Superior.....	4	4	106	87	193	193	185	185	185	707	186	186
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DUNN COUNTY.

Dunn.....	5	5	111	130	241	241	189	6	2	197	1,240	14,442
Rau Galla.....	3	3	134	109	243	180	115	1	1	116	2,761	9,939
Elk Mound.....	3	3	52	42	94	94	61	1	1	62	198	2,706
Lucas.....	2	2	44	41	88	88	51	2	2	58	132	2,246
Menomonic.....	5	5	272	201	473	473	341	1	1	341	598	22,050
Peru.....	3	3	33	24	57	43	41	1	1	41	198	1,992
Red Cedar.....	9	6	196	160	356	356	184	1	1	184	588	10,765
Rock Creek.....	1	1	54	27	81	81	82	3	3	85	462	6,242

Spring Brook,.....	4	4	2	2	165	157	322	322	309	3	5	317	862	9	87	16,867	16,953
Weston,.....	2	2	...	...	37	49	86	86	84	...	2	86	222	...	...	2,880	2,880
Total,.....	37	34	11	11	1,098	948	2,041	1,064	1,457	14	11	1,482	4,766	335	210	80,814	90,359

EAU CLAIRE COUNTY.

Bridge Creek,.....	7	7	1	1	230	200	430	397	378	...	5	383	936	...	158	20,415	20,573
Brunswick,.....	3	3	1	1	63	67	130	130	111	1	...	112	272	8	...	6,743	6,751
Eau Claire,.....	4	4	2	2	275	238	513	511	313	...	13	356	610	351	028	31,844	32,272
Lincoln,.....	4	3	1	1	75	74	149	149	108	2	2	112	286	...	...	3,666	3,661
North Eau Claire,...	2	2	1	1	58	71	139	129	113	...	...	113	390	...	...	13,456	13,456
Oak Grove,.....	2	2	3	2	68	65	132	133	95	...	...	95	189	...	...	4,321	4,321
Pleasant Valley,...	3	3	2	1	31	37	68	68	57	1	...	58	284	...	...	2,504	2,504
West Eau Claire,...	3	3	3	3	196	196	392	392	373	...	3	376	426	...	117	22,941	23,058
Total,.....	28	27	14	12	996	948	1,944	1,909	1,578	4	23	1,605	3,693	441	303	105,190	106,536

FOND DU LAC COUNTY.

Alto,.....	6	6	6	6	164	244	508	508	397	...	7	407	1,453	...	173	25,822	26,995
Ashford,.....	10	10	...	...	404	372	776	776	551	4	8	554	1,249	20	234	29,930	31,164
Auburn,.....	11	11	2	2	323	264	587	587	357	10	5	442	1,310	197	10	27,714	27,821
Byron,.....	9	9	6	6	306	287	593	593	476	...	6	484	1,478	...	82	37,678	37,787
Calumet,.....	4	4	1	1	351	326	677	677	301	...	...	301	810	...	...	25,551	25,551
Eden,.....	4	4	5	5	268	286	554	611	217	4	...	340	1,232	20	...	33,891	33,911
Eldorado,.....	6	6	1	1	349	298	647	647	449	1	8	458	1,074	33	264	26,558	26,145
Empire,.....	7	7	1	1	189	198	387	387	362	2	...	392	1,162	16	...	29,952	30,067
Fond du Lac,.....	5	5	2	2	243	184	387	387	325	...	2	327	957	...	46	13,207	13,253
Fond du Lac City,...	1	1	1	1	2,616	2,494	5,109	5,109	2,816	...	2	3,816	2,000	...	...	455,409	455,409
Forest,.....	6	6	2	2	285	245	530	530	345	4	1	349	970	25	26	23,848	23,900
Friendship,.....	5	5	2	2	224	200	424	401	267	2	...	259	730	6	...	17,559	17,559
Lamarine,.....	7	7	5	5	267	263	530	530	365	...	1	347	1,230	...	47	24,850	24,850
Marshfield,.....	3	3	2	2	331	271	608	404	406	...	...	365	1,332	232	...	12,365	12,365
Metomen,.....	11	11	2	2	307	307	599	599	392	...	3	401	1,300	...	130	37,856	37,856

GRANT COUNTY.

Oakfield.....	6	6	6	6	293	235	528	528	376	3	7	386	1,047	30	276	28,275	28,581
Oscola.....	7	6	2	2	240	237	477	477	406	1	1	411	1,044	44	23	19,387	19,500
Ripon.....	3	3	9	9	234	189	423	423	201	...	8	299	1,171	...	77	13,752	13,759
Ripon city.....	2	2	3	3	420	420	840	840	711	...	2	731	372	...	136	55,092	55,230
Rosendale.....	7	7	2	2	271	247	518	518	451	...	...	431	1,302	...	...	30,376	36,376
Springvale.....	6	6	7	7	237	204	441	441	382	6	5	397	1,361	102	208	32,615	32,914
Tarceedah.....	6	6	...	...	371	363	734	734	359	5	5	425	1,117	230	111	11,713	55,598
Waupun.....	7	7	8	8	250	258	503	503	318	2	10	289	1,016	46	111	11,715	21,567
Waupun village.....	...	...	2	2	165	150	321	321	410	5	5	420	360	88	420	45,559	45,559
Totals.....	139	138	76	76	9,167	8,528	17,695	17,533	11,688	51	84	12,140	25,185	1,107	2,365	1,075,364	1,152,546

Beetown.....	8	8	3	3	383	367	750	750	431	4	1	436	821	43	21	15,760	15,824
Blue River.....	4	2	3	1	119	115	223	223	149	...	2	126	262	...	63	7,235	7,298
Boscobel.....	1	1	...	...	254	260	514	514	439	10	3	442	162	...	187	30,445	30,632
Cassville.....	4	4	1	1	290	188	388	388	314	...	4	318	557	A...	196	22,426	22,622
Clifton.....	6	6	5	5	195	205	400	400	349	...	2	315	771	...	78	16,526	16,606
Ellenboro.....	6	6	3	3	142	144	286	286	267	...	...	215	818	...	...	15,507	17,507
Fennimore.....	11	10	4	3	336	266	602	602	408	4	9	481	1,578	175	393	24,683	25,231
Glen Haven.....	4	4	3	3	189	180	369	369	334	5	2	328	971	16	52	24,573	24,641
Harrison.....	8	8	1	1	225	187	412	412	297	1	...	298	832	10	...	15,562	15,572
Hazel Green.....	7	7	1	1	541	504	1,045	1,045	757	...	1	758	1,090	...	40	55,662	13,702
Hickory Grove.....	6	6	3	3	184	189	373	373	267	...	...	267	910	...	...	13,880	13,880
Jamestown.....	7	7	...	...	271	253	524	524	305	2	...	307	841	73	...	21,701	21,854
Lancaster.....	9	7	5	4	399	394	793	793	308	...	3	552	1,205	...	...	34,694	34,694
Liberty.....	5	6	5	4	198	211	409	409	177	...	...	177	581	...	...	5,460	5,460
Little Grant.....	5	5	2	2	127	144	271	271	312	...	1	313	851	...	52	18,746	18,798
Marion.....	4	4	2	2	146	152	298	298	187	3	2	229	428	33	52	14,160	14,280
Millville.....	1	1	3	3	58	55	113	113	65	...	...	65	198	...	...	3,305	3,305
Mt. Hope.....	3	3	4	4	157	141	298	298	262	1	4	267	895	85	190	14,778	16,063
Muscoda.....	5	5	...	...	133	129	262	262	248	...	...	249	489	...	1	8,221	8,222
Paris.....	4	4	2	2	163	168	331	331	239	...	1	240	713	...	22	16,608	16,630
Patch Grove.....	2	2	3	3	175	161	336	336	270	1	2	273	876	54	74	16,395	16,523

Platteville.....	8	8	2	2	608	569	1,177	1,177	779	1	3	788	1,257	134	459	72,609	73,202
Potosi.....	8	8	3	3	630	560	1,190	1,190	688	...	...	688	902	...	...	40,857	40,857
Smelser.....	6	6	3	2	304	258	562	530	439	2	3	444	1,035	30	60	24,367	24,457
Tafton.....	5	5	3	3	192	215	407	407	281	...	...	282	691	...	41	12,080	12,121
Watertown.....	4	4	1	1	102	97	199	196	161	2	1	164	540	2	13	7,400	7,415
Waterloo.....	6	5	2	1	122	119	241	234	195	1	...	196	560	45	...	8,349	8,394
Wingville.....	5	5	3	2	163	121	284	284	237	...	...	237	825	...	...	17,322	17,322
Woodman.....	5	4	3	2	114	103	217	217	161	...	...	161	649	128	...	11,751	11,751
Wyalusing.....	4	4	3	3	143	155	298	298	219	1	3	223	720	5	26	11,428	11,459
Totals.....	167	161	85	77	7,159	6,809	13,968	13,594	9,937	38	51	10,026	23,842	832	1,140	611,010	613,983

GREEN COUNTY.

Adams.....	5	5	1	1	161	164	325	...	218	1	4	222	548	9	58	9,315	9,409
Albany.....	7	7	3	3	270	272	542	446	446	...	10	456	1,119	...	230	27,016	27,246
Brooklyn.....	5	5	5	5	203	209	412	...	384	1	4	389	1,292	10	71	27,913	27,994
Cadiz.....	9	9	2	2	229	213	449	...	368	3	6	377	1,225	19	173	20,268	20,460
Clarno.....	10	10	1	1	338	322	660	...	543	2	1	546	1,129	98	25	32,067	32,185
Decorat.....	7	7	4	4	360	339	719	707	549	4	6	559	1,023	62	208	50,286	50,556
Exeter.....	6	6	4	4	228	200	428	399	298	1	4	303	907	20	139	23,226	23,875
Jefferson.....	7	7	3	3	323	313	636	...	600	...	3	603	1,508	...	121	37,795	37,916
Jordan.....	5	5	2	2	201	181	382	...	306	8	6	319	738	151	144	16,348	16,643
Monroe.....	5	5	6	6	644	673	1,317	...	1,270	5	10	1,284	989	415	546	116,122	117,078
Mt. Pleasant.....	8	8	1	1	271	255	556	...	514	1	3	518	1,265	52	45	19,943	20,040
New Glarus.....	3	3	4	4	180	135	315	...	217	...	3	219	467	...	100	6,946	7,046
Spring Grove.....	8	8	1	1	239	233	462	...	416	...	1	417	1,190	...	45	28,982	29,327
Sylvester.....	4	4	7	7	223	217	440	...	368	3	9	375	1,019	18	307	22,420	22,734
Washington.....	4	4	4	4	180	158	338	...	248	...	...	248	779	...	...	11,470	11,470
York.....	3	3	3	3	179	166	345	...	216	2	2	206	686	13	96	14,139	14,246
Totals.....	96	96	51	51	4,320	4,090	8,319	1,552	9,986	31	71	7,041	15,834	857	1,308	463,556	466,727

GREEN LAKE COUNTY.

Berlin,.....	3	3	6	5	185	175	360	380	823	1	.....	310	1,115	3	.....	27,597	27,600
Berlin City,.....	1	1	.....	.....	458	475	933	379	396	1	.....	625	800	.....	.....	81,926	81,926
Brooklyn,.....	3	3	8	8	205	207	412	379	396	1	.....	625	1,182	5	.....	34,949	34,954
Dayton,.....	6	6	2	2	146	149	295	.....	208	.....	.....	208	808	.....	.....	16,491	16,491
Green Lake,.....	8	8	6	5	208	162	370	277	281	1	2	284	1,071	17	97	17,967	18,178
Kingston,.....	4	4	3	3	111	104	215	160	160	.....	.....	160	590	.....	.....	10,759	10,759
Kingston Village,.....	2	2	2	2	71	66	137	.....	167	.....	.....	170	510	.....	75	10,132	10,217
Mackford,.....	6	6	3	3	204	179	383	348	312	4	4	320	855	243	166	22,434	22,863
Manchester,.....	7	7	3	3	236	199	435	.....	319	.....	2	321	961	.....	.....	21,661	21,661
Markesan Village,.....	1	1	.....	.....	59	56	115	.....	115	.....	.....	138	160	.....	.....	6,224	6,224
Marquette,.....	1	1	2	2	109	134	232	233	155	2	2	189	354	9	114	7,795	7,918
Princeton,.....	4	4	7	7	183	131	334	.....	180	1	.....	181	651	4	.....	13,648	13,652
Princeton Village,.....	.....	.....	1	1	81	84	165	.....	140	.....	4	144	328	.....	.....	13,274	13,274
St. Marie,.....	4	4	3	3	134	112	246	233	210	.....	.....	210	624	.....	.....	10,450	10,450
Seneca,.....	2	2	2	2	75	73	148	140	112	.....	.....	112	591	.....	.....	7,877	7,877
Totals,.....	52	52	48	46	2,465	2,316	4,781	2,255	3,086	10	17	8,706	10,550	281	452	\$03,204	\$04,034

IOWA COUNTY.

Arena,.....	11	9	3	3	320	310	630	476	527	3	2	518	1,463	31	95	26,951	27,107
Clyde,.....	4	4	2	2	130	126	256	235	145	5	1	151	487	32	63	8,489	8,584
Dodgeville,.....	12	12	2	2	779	835	1,614	1,614	1,234	2	2	1,238	2,136	19	70	84,023	84,112
Highland,.....	10	10	2	2	641	616	1,257	1,257	803	2	4	810	1,578	31	35	45,075	45,141
Linden,.....	10	10	1	1	426	387	813	.....	642	2	5	646	1,375	6	120	30,009	30,136
Miffin,.....	10	10	.....	.....	274	230	504	405	405	.....	6	411	1,159	.....	98	19,516	19,614
Mineral Point,.....	11	11	1	1	305	245	550	550	362	.....	.....	362	1,272	.....	.....	20,685	20,685
Mineral Point City,.....	1	1	.....	.....	518	476	994	425	664	25	15	704	.....	80	80	.....	.....
Moscow,.....	4	4	2	2	187	165	352	.....	232	4	2	243	538	.....	.....	7,642	7,743
Pulaski,.....	5	5	1	1	251	232	483	483	460	1	11	472	920	51	376	16,258	16,686
Ridgeway,.....	12	12	2	2	532	473	1,025	1,025	734	.....	7	746	1,716	.....	282	44,148	.....
Waldwick,.....	6	6	.....	.....	167	162	329	274	265	1	4	270	569	1	45	14,559	.....
Wyoming,.....	7	7	1	1	128	136	264	.....	.....	.....	.....	198	1,031	2	3	.....	6,512
Totals,.....	103	103	17	17	4,678	4,393	9,071	6,744	6,473	46	59	6,769	14,234	2331	267	317,358	266,319

JACKSON COUNTY.

Albion.....	7	5	2	233	226	459	392	3	395	795	148	26,189	28,337
Alma.....	14	14	8	228	218	446	408	8	412	1,449	81	20,174	20,256
Hixton.....	7	5	8	131	134	265	262	7	222	761	60	12,934	13,099
Irving.....	6	6	1	131	140	291	215	1	2	798	18	11,181	11,306
Manchester.....	6	4	1	76	52	128	89	71	71	452	.....	4,357	4,357
Melrose.....	9	6	1	129	127	256	234	.....	234	861	.....	15,456	15,456
Northfield.....	4	2	1	41	29	70	54	2	56	189	72	1,900	1,972
Totals.....	53	42	7	989	926	1,918	1,613	10	14	5,297	150	91,202	94,783

JEFFERSON COUNTY.

Aztalan.....	5	5	4	223	213	436	369	183	183	704	.....	13,783	13,783
Cold Spring.....	4	4	2	144	123	267	287	3	1	780	87	13,327	13,448
Concord.....	10	10	2	318	286	604	604	2	2	1,476	56	43,899	44,035
Farmington.....	10	10	2	573	496	1,069	949	3	.....	1,281	1	26,449	26,450
Hebron.....	5	5	2	229	238	467	316	419	7	968	52	49,498	49,625
Ixonia.....	9	9	4	361	362	773	723	5	8	920	25	16,407	16,631
Jefferson.....	15	15	1	747	795	1,642	1,542	3	3	2,115	54	48,630	48,820
Koshkonong.....	6	6	4	481	413	874	874	1	43	1,160	39	21,631	21,803
Lake Mills.....	6	6	4	156	141	207	297	202	2	855	60	15,754	15,849
Milford.....	8	8	6	339	331	670	489	354	1	1,079	8	22,479	23,506
Oakland.....	5	5	7	220	297	427	427	2	2	681	10	9,555	9,574
Palmyra.....	6	6	5	298	280	584	544	3	2	949	81	35,399	35,653
Sullivan.....	8	8	3	320	301	621	621	498	2	1,267	40	32,508	32,705
Sunmer.....	3	3	1	85	103	188	188	102	1	465	8	9,866	9,874
Tyanena village.....	1	1	1	165	140	245	245	195	.....	460	.....	18,596	18,596
Waterloo.....	7	7	5	294	264	558	550	269	1	752	50	9,798	9,881
Waterloo village.....	1	1	1	80	90	170	170	80	.....	198	.....	.....	.....
Watertown.....	10	10	1	453	432	885	885	461	5	1,122	110	23,988	24,001
Watertown city.....	5	5	.....	1,808	1,939	3,747	3,747	1,908	.....	200	.....	156,000	156,000
Totals.....	124	124	53	7,214	7,160	14,374	13,897	7,274	41	17,472	683	567,567	570,269

KEWAUNEE COUNTY.

Ahnepee.....	6	6	208	223	426	480	280	2	4	271	684	10	16	20,535	20,540
Carlton.....	6	6	236	164	399	399	246	5	...	251	624	85	...	13,839	13,924
Casco.....	6	6	190	157	347	...	168	...	...	168	1,330	...	...	4,354	4,354
Coryville.....	3	3	89	78	167	44	44	1	...	76	228	...	...	...	1,693
Franklin.....	6	6	164	164	318	...	151	...	...	...	366	...	...	5,527	5,527
Kewaunee.....	3	3	258	232	490	196	196	...	...	298	710	...	...	708	708
Lincoln.....	3	3	92	84	176	...	...	...	...	44	132	...	...	...	...
Montpelier.....	4	4	100	87	187	180	73	1	...	74	2,112	23	...	1,788	1,788
Pierce.....	4	3	77	69	146	141	66	...	...	65	246	...	...	132	246
Red River.....	3	3	192	166	358	49	49	...	...	49	302	...	...	...	1,438
Totals.....	43	42	1,590	1,424	3,014	1,495	1,273	9	4	1,296	6,724	118	16	41,323	50,218

LA CROSSE COUNTY.

Bangor.....	6	6	1	226	180	406	307	4	2	313	739	80	84	14,741	14,905
Barre.....	5	5	2	253	286	538	493	10	4	507	1,066	472	106	27,840	28,418
Burns.....	5	5	4	188	173	361	289	3	...	292	1,170	125	...	22,875	23,000
Campbell.....	3	3	2	187	172	359	183	11	...	194	352	227	...	13,210	13,437
Farmington.....	6	6	2	200	162	362	262	...	3	261	1,010	...	248	20,363	20,611
Greenfield.....	6	6	...	195	180	375	375	202	2	204	604	156	...	6,309	6,465
Holland.....	3	3	1	96	72	168	168	109	...	111	167	...	55	9,769	9,764
Jackson.....	4	4	3	137	128	285	241	...	...	241	533	...	...	12,031	12,031
La Crosse.....	1	1	...	809	775	1,584	680	...	3	632	200	...	150	95,200	95,350
Neshonoc.....	4	4	3	116	155	301	292	...	3	265	585	...	213	13,250	13,463
Onalaska.....	5	5	2	238	212	450	340	1	2	344	954	5	36	17,008	17,109
Washington.....	4	3	1	101	110	211	94	...	...	94	200	...	...	3,685	3,685
Totals.....	53	51	21	2,796	2,604	5,400	3,448	31	20	3,499	7,571	1,065	893	258,281	260,239

LA FAYETTE COUNTY.

Argyle,.....	11	.....	274	238	512	364	.....	4	8	369	1,030	55	286	27,187	25,799
Belmont,.....	4	.....	152	149	294	278	182	1	1	182	706	12	.....	11,994	12,007
Benton,.....	8	.....	436	460	896	700	287	.....	174	644	1,159	.....	.....	44,716	52,599
Center,.....	12	.....	815	478	993	.....	.....	2	7	955	1,911	10	194	53,984	43,780
Elk Grove,.....	7	.....	290	261	551	.....	382	1	1	390	842	.....	.....	.....	1,254
Fayette,.....	11	.....	227	284	461	461	360	2	6	396	1,064	78	217	15,659	25,526
Grafton,.....	11	.....	319	282	601	.....	425	1	9	449	1,523	6	286	28,216	25,625
Kendall,.....	7	.....	236	202	438	.....	361	1	1	361	795	1	45	15,375	15,430
Monticello,.....	3	.....	123	88	211	5	259	1	1	193	825	1	40	11,173	11,173
New Digings,.....	3	.....	393	327	720	.....	388	.....	1	389	.....	.....	23	20,638	20,561
Shullsburg,.....	7	.....	447	411	858	858	724	6	1	784	772	895	130	52,493	53,018
Wayne,.....	6	.....	181	171	352	323	300	.....	6	317	1,013	.....	193	20,906	21,099
White Oak Springs,.....	2	.....	104	91	195	195	.....	.....	.....	.....	66	.....	.....	106	.....
Willow Springs,.....	9	.....	220	205	425	.....	324	.....	.....	308	300	.....	.....	13,808	13,808
Wiotia,.....	13	.....	336	331	667	667	509	4	12	525	1,539	62	359	31,988	32,409
Totals,.....	114	4,253	3,921	8,174	3,851	5,450	23	228	6,212	13,545	620	1,778	348,137	354,008

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MANITOWOC COUNTY.

Cato,.....	7	7	4	354	345	699	699	578	19	597	1,344	717	41,064	41,781
Centerville,.....	5	5	307	269	576	576	204	1	205	580	24	11,139	11,163
Cooperstown,.....	6	6	318	293	611	611	321	1	322	588	40	14,320	14,363
Eaton,.....	5	5	.....	226	222	448	448	235	3	238	700	62	.....	26,927	26,989
Franklin,.....	5	5	3	344	343	687	687	403	.....	.....	403	1,102	.....	9,406	9,406
Gibson,.....	7	7	2	282	241	523	523	300	2	302	1,320	50	.....	24,430	24,480
Kossuth,.....	5	5	.....	391	370	761	761	450	.....	450	920	.....	.....	22,773	22,773
Liberty,.....	5	5	.....	264	297	561	561	303	.....	1	304	595	.....	14,806	14,807
Manitowoc,.....	4	4	2	397	323	1,820	1,820	1,086	1	1,091	998	31	165	118,709	118,905	
Manitowoc Rapids,.....	4	4	2	326	286	612	612	369	.....	5	374	984	.....	19,369	19,364
Maple Grove,.....	4	4	2	215	207	422	422	179	7	187	430	70	53	4,836	4,959	
Meene,.....	6	6	.....	315	291	606	606	325	2	327	924	74	.....	21,333	21,407
Mishicott,.....	5	5	3	332	298	630	630	502	2	504	1,134	14	.....	39,990	40,004

Newton.....	6	6	...	409	370	779	779	299	...	293	887	...	27,043	27,043
Rockland.....	2	2	3	8	116	102	217	217	105	2	107	10	990	1,000
Schleswig.....	6	6	1	1	268	267	535	535	283	...	284	...	19,348	19,348
Two Creeks.....	2	2	...	...	74	59	133	133	86	...	86	...	...	...
Two Rivers.....	5	5	2	2	543	545	1,088	1,088	747	...	747	...	46,052	36,052
Totals.....	80	80	24	24	5,980	5,728	11,708	11,708	6,769	19	33	6,821	14,638	452,584
													311	1,195
													452,584	454,040

MARATHON COUNTY.

Berlin.....	11	8	...	...	128	138	266	266	156	...	1	157	564	...	6,425	6,441
Jenny.....	2	2	...	...	23	18	41	41	35	1	...	41	286	6	3,800	3,806
Knowlton.....	1	1	...	...	23	13	36	36	24	...	...	24	210	...	3,561	3,561
Marathon.....	4	4	...	...	66	47	113	113	98	...	...	105	309	...	6,400	6,925
Monroe.....	5	5	...	...	73	56	129	129	107	...	...	108	437	...	6,135	6,135
Stettin.....	3	3	...	...	66	69	135	135	82	2	...	84	406	20	3,195	3,219
Texas.....	4	3	...	...	23	30	53	53	49	1	...	53	404	63	4,221	4,284
Wausau.....	9	6	5	2	101	90	191	139	132	2	1	135	280	106	6,660	6,785
Wausau village.....	1	1	...	...	133	132	270	270	194	...	...	194	220	...	22,208	22,208
Weston.....	2	2	1	1	27	27	54	54	49	...	...	49	387	...	3,739	3,739
Totals.....	42	35	3	3	668	620	1,288	1,286	926	6	2	950	3,453	195	86,344	87,099

MARQUETTE COUNTY.

Buffalo.....	5	5	2	2	169	158	327	355	288	1	2	291	1,007	7	44	17,209	17,201
Chrystal Lake.....	3	4	3	3	99	86	187	188	99	...	...	99	380	...	...	3,181	3,181
Douglas.....	3	3	2	2	184	182	266	266	216	1	4	221	767	10	139	17,612	17,651
Harris.....	3	3	2	2	91	102	193	193	143	...	...	148	430	...	...	9,619	9,619
Mecan.....	2	2	1	1	84	72	156	91	91	...	...	91	193	...	...	8,080	8,080
Montello.....	2	2	4	4	108	130	307	278	259	...	...	272	476	...	...	15,866	15,866
Moundville.....	3	3	...	...	96	86	184	184	138	1	...	124	404	50	...	3,815	3,865
Moshoro.....	1	1	1	1	81	91	173	173	61	...	...	61	303	...	...	5,432	5,432
Newton.....	5	5	3	3	113	114	237	267	164	2	...	166	934	20	...	8,188	8,188

Oxford.....	5	3	3	3	97	114	211	172	163	3	166	610	59	9,029	9,066
Packwaukee.....	4	4	4	4	90	109	199	199	186	2	1	745	50	11,223	11,275
Shields.....	2	2	5	4	106	107	213	213	94	.....	94	578	.....	2,863	2,863
Springfield.....	2	2	2	2	48	42	90	90	64	.....	1	285	25	3,825	3,850
Westfield.....	1	1	3	3	114	99	213	213	200	2	4	512	.....	9,722	9,722
Totals.....	40	39	33	34	1,490	1,435	2,945	2,881	2,150	9	15	2,192	146	124,546	124,921

MILWAUKEE COUNTY—1st District.

Franklin.....	7	7	4	3	388	341	739	729	360	.....	1	361	1,001	56	27,544	27,601
Greenfield.....	10	10	4	4	502	456	958	958	559	.....	2	561	1,681	121	40,234	40,355
Lake.....	7	7	2	2	442	367	809	809	264	1	1	266	888	27	30,308	30,387
Oak Creek.....	9	9	2	2	470	485	955	955	565	5	.....	570	1,638	305	46,164	46,469
Wauwatosa.....	10	10	3	3	605	608	1,213	1,213	751	1	1	753	2,131	11	48,271	48,334
Totals.....	43	43	15	14	2,407	2,257	4,664	4,604	2,499	7	5	2,511	7,229	256	192,521	193,146

MILWAUKEE COUNTY—2d District.

Granville.....	12	12	1	1	546	501	1,047	1,047	.....	.....	.....	588	1,380	.....	48,138	48,138
Milwaukee.....	9	9	.....	.....	596	537	1,133	1,133	597	.....	.....	597	1,331	.....	31,092	31,092
Milwaukee City.....	9	9	.....	.....	10,001	10,356	20,357	20,357	7,866	98	6	7,968	1,834	9,899	273	735,466
Totals.....	30	30	1	1	11,143	11,394	22,537	21,490	8,463	98	6	9,073	4,455	9,899	273	814,696

MONROE COUNTY.

Adrian.....	4	4	3	3	118	108	221	221	141	3	22	246	286	50	9,384	9,509
Angelo.....	4	4	2	2	94	93	187	190	187	3	.....	190	598	30	12,161	12,238
Clifton.....	2	3	1	1	59	74	133	33	34	.....	.....	80	272	.....	2,082	2,082
Eaton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Glendale.....	5	5	2	2	83	79	162	149	131	1	4	136	380	21	8,048	8,171

Greenfield.....	5	5	...	88	91	176	...	99	2	...	155	542	30	...	14,577
Jefferson.....	7	7	2	116	104	120	163	163	...	...	163	474	...	...	5,048
La Fayette.....	4	4	2	72	58	130	130	130	2	2	134	517	16	52	7,586
Leon.....	14	14	6	198	153	331	...	270	1	1	272	1,174	45	19	18,676
Lincoln.....	9	9	3	138	107	245	194	203	4	...	207	207	38	...	10,866
Little Falls.....	5	5	1	113	86	199	...	...	...	...	...	175	...	...	10,734
Oakdale.....	4	4	2	105	86	191	114	117	1	...	118	375	...	34	4,579
Portland.....	7	7	3	106	102	202	138	157	3	2	162	461	9	57	5,667
Ridgeville.....	6	6	2	129	123	252	195	195	1	3	199	918	83	80	14,496
Sheldon.....	5	5	1	110	104	214	164	212	1	...	213	498	20	...	8,438
Sparta.....	10	10	3	572	545	1,117	1,117	834	3	9	860	1,343	115	255	73,881
Tomah.....	17	17	11	4	231	445	...	293	4	...	297	1,241	52	...	6,861
Wellington.....	6	6	1	78	57	135	135	79	1	1	117	541	16	64	6,806
Wilton.....	6	6	2	118	123	241	...	238	4	2	244	834	51	78	11,700
Totals.....	115	115	40	2,527	2,302	4,829	2,943	3,488	34	46	3,783	10,816	575	883	238,112
															231,600

OCONTO COUNTY.

Little Suamico.....	3	2	...	15	21	36	38	22	...	...	28	198	...	...	911
Marinette.....	1	1	...	115	91	206	206	123	...	...	123	251	...	...	8,149
Oconto.....	5	5	...	113	98	206	74	79	...	...	79	279	...	...	6,007
Oconto Village.....	4	4	...	309	334	643	223	...	...	...	301	420	...	...	30,789
Pensaukee.....	4	4	...	51	77	128	...	75	...	...	115	286	...	...	2,404
Peshigo.....	4	4	...	197	153	350	350	237	3	1	241	295	98	66	12,906
Stiles.....	4	4	...	74	75	149	...	116	2	...	118	421	...	...	8,511
Totals.....	25	24	...	874	844	1,718	891	652	5	1	1,065	2,150	28	66	68,927
															35,378

OUTAGAMIE COUNTY.

Appleton City.....	4	4	...	586	706	1,294	1,394	...	...	1	837	696	...	43	82,049
Black Creek.....	2	2	...	23	24	47	47	37	1	...	38	241	28	...	2,411
Bovina.....	6	6	...	62	67	119	119	81	81	512	4,311
Buchanan.....	3	3	...	86	91	177	177	153	153	456	3,040

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OSAUKEE COUNTY.

	8	8	477	494	971	971	479	479	1,107	53,084
Be'gium,.....	6	6	3	506	518	1,025	1,025	477	477	1,146	42,612
Cedarburg,.....	10	10	2	408	380	788	788	429	.....	429	1,122	.....	34,041
Predona,.....	6	6	2	420	379	799	799	451	10	461	1,024	60	15,044
Grafton,.....	13	13	1	707	686	1,393	1,393	630	1	631	1,847	2	46,891
Mcquon,.....	6	6	1	541	530	1,071	1,071	667	2	1	670	949	17,939
Port Washington,...	6	6	4	42:	381	803	803	456	3	4	1,024	84	18,362
Saukville,.....	54	54	13	3,482	3,368	6,850	6,850	3,589	16	6	3,610	8,229	228,903
Totals,.....	6	6	4	42:	381	803	803	456	3	4	1,024	84	18,362
	54	54	13	3,482	3,368	6,850	6,850	3,589	16	6	3,610	8,229	228,903

PEPIN COUNTY.

[illegible]

PIERCE COUNTY.

Clifton,.....	4	4	2	2	127	94	221	.....	162	.....	162	.....	550	.....	8,518
Diamond Bluff,.....	1	1	.....	.....	56	40	96	.....	89	2	.....	.....	146	45	5,019
El Paso,.....	3	3	1	1	85	30	65	.....	52	70	.....	.....	34	.....	2,218
Hartland,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Isabelle,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Martell,.....	5	5	3	3	191	163	334	.....	196	1	7	.....	.....	.....	8,105
Oak Grove,.....	4	4	2	2	120	111	231	.....	137	.....	1	3	.....	.....	4,212
Perry,.....	3	3	1	1	107	85	192	.....	178	151	1	.....	.....	.....	9,976
Pleasant Valley,.....	1	1	4	4	66	78	139	.....	119	132	.....	.....	.....	.....	10,496
Prescott,.....	1	1	1	1	179	191	370	.....	.....	.....	9	.....	.....	.....	45,551
River Falls,.....	2	2	6	6	190	179	369	.....	369	353	.....	5	.....	.....	29,355
Salem,.....	2	2	3	3	38	33	71	.....	55	55	.....	.....	.....	.....	2,491
Trenton,.....	2	2	.....	.....	46	32	78	.....	78	85	.....	.....	.....	.....	4,658
Trimble,.....	3	3	2	2	84	85	169	.....	20	175	.....	2	.....	.....	11,497
Union,.....	1	1	2	2	33	22	55	.....	.....	24	.....	.....	.....	.....	2,705
Totals,.....	37	34	30	27	1,272	1,138	2,410	1,104	1,498	5	26	2,042	5,621	82	144,708

POLK COUNTY.

Alden,.....	2	2	.....	.....	30	38	68	.....	68	50	.....	2	.....	.....	2,943
Farmington,.....	4	4	.....	.....	82	90	172	.....	172	139	.....	1	.....	.....	7,767
Falls St. Croix,.....	5	5	1	1	76	69	144	.....	144	133	.....	.....	.....	.....	8,229
Lincoln,.....	3	3	.....	.....	25	21	46	.....	46	36	.....	.....	.....	.....	1,825
Oscoda,.....	4	4	1	1	96	76	172	.....	166	158	3	.....	.....	.....	7,450
Sterling,.....	3	3	.....	.....	16	12	28	.....	29	28	.....	.....	.....	.....	976
Totals,.....	21	21	2	2	324	306	630	623	564	3	8	604	2,356	16	29,120

PORTAGE COUNTY.

Almond,.....	4	4	1	1	119	105	224	.....	224	161	.....	.....	.....	.....	6,616
Amherst,.....	7	7	5	4	169	168	337	.....	337	210	.....	.....	.....	.....	2,548
Belmont,.....	6	6	.....	.....	60	85	161	.....	151	128	.....	3	.....	.....	7,733

RACINE COUNTY.

Buena Vista,	4	4	1	1	118	99	217	217	161	1	2	164	78	33	28	12,244	12,365
Eau Claire,	3	2	...	...	27	38	65	65	49	1	...	160	231	26	...	2,609	2,635
Grant,	3	3	...	...	16	21	36	40	40	3	...	45	259	7	...	2,615	2,622
Hull,	1	1	3	3	72	57	129	129	81	...	...	81	492	...	...	4,048	4,048
Lanark,	4	4	4	4	104	93	197	197	169	...	6	175	902	...	107	11,494	11,601
Linwood,	3	3	1	1	28	23	51	51	45	...	...	45	490	...	...	720	720
New Hope,	4	4	...	...	118	118	236	236	139	...	2	141	344	...	68	5,076	5,144
Pine Grove,	2	2	4	4	73	80	153	156	122	...	1	133	445	...	38	7,021	7,059
Plover,	5	5	2	2	180	177	357	357	200	...	...	316	692	...	...	22,456	22,456
Sharon,	8	8	1	1	177	192	369	369	204	...	...	204	1,003	...	...	24,881	24,883
Stevens Point,	1	1	1	1	11	7	18	18	16	...	...	16	276	...	...	1,770	1,770
Stevens Point City,	1	1	2	2	265	287	552	552	402	1	...	403	530	69	...	38,623	38,692
Stockton,	7	6	3	3	104	101	205	205	169	4	3	176	838	75	64	9,889	9,988
Totals,	63	61	28	26	1,646	1,651	3,297	3,283	2,362	10	16	2,604	9,464	210	326	160,129	160,827

Burlington,	5	5	3	3	480	435	915	407	406	...	2	408	717	...	55	33,815	33,870
Caledonia,	9	9	7	7	594	563	1,157	1,157	784	6	5	795	2,262	540	352	59,043	59,385
Dover,	6	6	3	3	244	207	451	141	321	1	...	322	600	169	...	22,144	22,143
Mount Pleasant,	10	10	10	10	533	427	960	698	547	1	3	551	1,799	14	82	37,670	37,717
Norway,	3	3	3	3	224	185	409	239	242	...	9	231	656	...	231	14,630	14,689
Racine City,	1	1	...	...	1,404	1,498	2,902	...	2,037	...	3	2,040	200	...	139	231,591	231,780
Raymond,	7	7	7	6	286	259	545	211	378	...	4	382	1,362	...	117	27,818	27,925
Rochester,	3	3	4	4	179	170	349	...	285	...	...	285	686	...	168	13,024	13,387
Waterford,	7	7	3	3	297	230	527	...	325	3	6	314	1,179	21	146	16,570	16,788
Yorkville,	6	6	8	7	264	221	485	...	...	...	1	308	1,228	...	19	29,057	29,066
Totals,	57	57	48	46	4,505	4,195	8,700	2,853	5,325	11	33	5,656	10,589	744	1,309	485,362	487,170

RICHLAND COUNTY.

Akan,	8	8	1	1	108	119	222	222	...	...	...	...	790	...	...	...	...
Bloom,	7	7	1	1	177	156	338	163	97	3	...	99	565	58	...	10,984	11,097

Fond du Lac.....	139	138	76	76	9167	8528	17695	17538	11618	51	84	12140	25186	1108	2866	619995	697138
Grant.....	167	159	85	77	7159	6809	13968	13594	9937	38	51	10426	23842	833	2140	611010	613988
Green.....	96	96	51	51	4229	4090	8319	1532	6958	31	71	7041	15834	837	2308	463556	466727
Green Lake.....	52	52	48	46	2465	2316	4781	2265	3086	11	17	3706	10550	281	452	808204	804784
Iowa.....	103	103	17	17	4678	4398	9071	6744	6473	46	59	6749	14234	253	1267	317358	266319
Jackson.....	53	42	...	7	989	926	1915	1306	1618	10	14	1509	5997	150	411	91292	94783
Jefferson.....	124	124	53	53	7214	7160	14374	13807	7274	41	73	7466	17472	685	1191	567547	550269
Juneau.....	69	69	20	20	2134	2146	4180	3974	3282	19	18	3319	10618	377	769	229896	231042
Keneha.....	51	51	34	31	1850	1697	3547	1725	2551	5	27	2588	9511	146	1146	325132	326414
Kewanee.....	40	39	...	...	1590	1421	3014	1495	1273	9	4	1296	6724	118	16	41388	50218
La Crosse.....	52	51	21	20	2796	2604	5400	5400	3448	31	20	3499	7671	1065	893	238281	260239
La Fayette.....	114	...	...	...	4253	3921	8174	3851	5450	23	238	6212	13545	620	1773	348137	364008
Manitowoc.....	89	89	24	24	5980	5728	11708	11708	6769	19	33	5821	14838	311	1195	452584	454040
Marathon.....	42	35	5	5	668	620	1288	1286	926	6	2	950	3463	195	35	60844	67099
Marquette.....	40	39	35	34	1490	1456	2945	2881	2150	9	15	2192	7658	146	257	124546	124921
Milwaukee, (1st Dist.)	43	43	15	14	2407	2257	4664	4664	2499	7	5	2611	7229	317	256	192521	193146
Milwaukee, (2d Dist.)	30	30	1	1	11148	11394	22837	21490	8462	98	6	9073	4485	9899	273	756366	814696
Monroe.....	115	115	40	40	2527	2302	4829	2943	3483	34	46	3783	10816	573	883	228112	231600
Oconto.....	25	24	...	...	874	844	1718	891	652	5	1	1065	2180	28	66	68927	85878
Ozaukee.....	73	72	12	9	2709	2620	5329	5035	2601	14	8	3733	10528	176	246	266032	266479
Pepin.....	22	19	9	7	647	687	1334	6850	3589	16	5	3610	1077	829	159	228556	228903
Pierce.....	87	84	30	27	1272	1138	2410	1104	972	5	26	2042	5821	82	930	144795	145856
Polk.....	21	21	2	2	824	306	680	625	564	3	3	604	2356	16	179	39120	29818
Portage.....	63	61	28	26	1646	1651	3297	3283	2362	10	16	2604	9394	210	327	160180	160627
Racine.....	56	56	48	46	4505	4195	8700	2853	5325	11	39	6566	10589	744	1311	453363	437171
Richland.....	188	134	35	34	8022	2802	5824	4676	4210	24	44	4325	12863	805	1599	249971	228672
Rock, (First Dist.)	66	66	33	30	3082	2825	5907	3958	4261	9	39	4516	19787	287	1877	412113	414287
Rock, (Second Dist.)	67	67	39	38	4125	3830	7955	7917	4999	22	37	3857	19649	498	1136	242713	245197
St. Croix.....	42	39	22	22	1698	1530	3228	2976	2481	12	22	2511	6379	108	409	188324	189240
Sauk.....	121	119	69	69	4336	4000	8336	8071	5567	30	33	6318	18896	267	848	388572	381914
Shawano.....	11	11	6	6	246	224	470	188	283	4	...	286	1844	49	...	8061	9349
Sheboygan.....	102	101	39	39	5938	6028	11961	11936	7468	31	16	7517	15805	432	756	694125	603318
Trempealeau.....	41	39	12	9	1163	1034	2197	1956	1808	8	11	1465	5061	165	547	72089	88679
Vernon.....	100	99	40	37	2998	2800	5798	5447	3966	24	68	4058	12960	466	2374	205832	206378
Walworth.....	93	92	77	76	4977	4680	9646	9543	7310	29	41	7380	17082	855	1728	586923	591902
Washington.....	86	86	47	41	5325	5026	10351	4112	4021	15	14	5443	13732	126	394	385406	386065
Waukesha.....	84	84	95	95	6468	6160	10598	10598	7574	33	54	7586	17757	347	1871	485418	479493

ROCK COUNTY—2D DISTRICT.

Avon,	8	8	8	8	8	195	178	378	378	257	1	3	277	980	5	91	15,259	15,356
Center,	8	8	8	8	8	224	177	401	401	362	2	1	365	908	10	30	28,101	28,134
Fulton,	8	8	4	4	4	368	347	715	715	577	2	1	408	1,463	40	30	32,299	32,329
Janesville,	6	6	8	8	8	204	171	375	375	286	...	3	239	1,015	...	133	12,836	12,978
Janesville City,	6	6	6	0	0	1,513	1,543	3,056	3,056	1,132	...	...	...	1,140	...	...	...	...
Magnolia,	5	5	3	3	3	222	190	412	412	374	362	2	3	891	31	81	25,130	25,242
Newark,	8	8	1	1	1	292	214	466	466	888	7	9	404	1,311	157	329	22,398	22,870
Plymouth,	4	4	7	7	7	290	249	539	539	268	...	1	269	880	...	80	17,144	17,224
Porter,	5	5	4	4	4	269	211	480	480	346	1	7	355	1,195	20	161	20,479	20,660
Spring Valley,	5	5	4	4	4	225	209	434	434	381	3	5	389	1,213	96	90	26,887	26,978
Union,	9	9	2	2	2	363	341	704	704	690	4	4	694	1,702	129	110	42,181	43,432
Totals,	67	67	39	38	38	4,125	3,880	7,955	7,917	4,999	22	37	3,857	12,649	488	1,136	242,712	245,197

ST. CROIX COUNTY.

Cylon,	3	3	...	...	...	55	48	103	103	92	...	...	92	394	...	...	6,154	6,154
Eau Gallie,	1	1	1	1	1	87	80	167	167	72	72	1	75	126	13	7	3,798	3,818
Emerald,	2	1	...	...	...	45	28	70	70	70	...	...	70	176	...	...	4,224	4,224
Erin,	5	5	...	...	...	173	166	339	339	323	1	1	325	517	6	38	8,448	8,489
Hammond,	5	5	2	2	2	142	111	253	253	217	...	4	221	718	...	...	14,566	14,566
Hudson City,	1	...	...	...	...	298	285	588	588	513	...	...	513	190	...	...	32,523	32,523
Hudson,	2	2	2	2	2	60	68	128	128	109	...	1	110	402	...	55	8,029	8,084
Kinnikinnic,	4	4	4	4	4	97	77	174	174	134	...	...	134	620	...	...	7,156	7,156
Pleasant Valley,	1	1	2	2	2	94	75	169	169	118	118	1	119	234	19	...	7,107	7,036
Richmond,	2	2	1	1	1	112	126	238	238	218	...	6	157	530	...	89	13,839	13,928
Rush River,	1	1	2	2	2	180	129	259	259	259	151	6	161	334	...	129	5,781	5,860
Somerset,	3	3	...	...	...	75	73	148	148	148	...	...	106	494	...	...	7,588	7,588
Springfield, .....	...	...	2	2	2	37	27	64	64	64	...	3	67	202	...	80	2,084	3,064
St. Joseph,	2	2	...	...	...	42	43	85	...	...	...	...	71	...	...	...	...	...
Star Prairie,	7	6	1	1	1	96	80	176	176	120	...	...	120	599	...	...	4,587	4,587
Troy,	4	4	4	4	4	131	116	247	247	148	3	1	152	592	70	11	11,590	12,171
Warren,	1	1	1	1	1	66	44	110	110	80	...	...	80	256	...	...	...	...
Totals,	44	41	22	22	22	1,740	1,573	3,313	2,976	2,481	12	22	2,582	6,379	108	409	138,824	139,248

SAUK COUNTY.

Baraboo.....	6	6	4	4	449	426	875	610	245	2	2	604	1,148	64	44,296	44,360
Bear Creek.....	8	8	...	...	166	163	829	329	255	1	...	256	1,088	9	12,150	12,159
Dellona.....	6	6	4	4	147	131	278	278	148	...	...	148	801	...	8,130	8,130
Excelsior.....	6	6	5	5	146	114	260	260	228	5	1	234	1,034	8	13,128	13,163
Farfield	6	6	1	1	167	150	307	307	254	5	2	271	94	68	19,312	19,443
Franklin	5	5	3	3	172	157	329	329	184	...	3	223	770	88	10,349	10,432
Freedom.....	5	4	1	1	121	141	262	262	210	...	1	211	735	...	11,449	11,449
Greenfield.....	4	4	2	2	171	118	289	289	252	1	3	213	1,002	9	18,328	18,440
Honey Creek.....	6	6	4	4	260	203	463	463	...	...	...	303	1,002	...	230	3,543
Ironton.....	8	8	4	4	231	240	471	471	307	...	2	309	967	...	24,313	18,974
Lavalle.....	5	5	4	4	132	135	267	267	273	1	1	274	1,021	13	11,735	12,309
Merimack.....	4	4	4	4	166	188	304	304	171	1	1	240	792	17	16,844	16,808
New Buffalo.....	4	4	4	4	153	160	313	313	309	4	...	313	809	10	19,196	19,196
Prairie du Sac.....	5	5	4	4	392	358	750	750	532	...	5	537	823	...	46,854	47,067
Reedsburg.....	6	6	4	4	246	235	481	481	404	...	...	404	1,062	...	29,039	29,089
Spring Green.....	6	6	2	2	192	202	394	394	326	8	2	331	868	32	27,084	27,143
Sumpter.....	4	4	4	4	177	187	364	364	247	...	5	239	735	...	16,701	16,782
Troy.....	4	4	6	6	211	157	368	368	289	...	...	289	861	...	16,826	16,835
Washington.....	7	7	2	2	186	163	349	349	237	3	8	248	823	22	11,738	11,868
Westfield.....	5	4	3	3	159	144	303	303	266	2	...	266	683	8	12,299	12,307
Winfield.....	6	6	2	2	146	119	265	265	187	...	...	166	774	...	5,436	1,096
Woodland.....	5	5	2	2	156	159	315	315	298	2	2	297	847	14	18,138	18,196
Totals.....	121	119	69	69	4,336	4,000	8,336	8,071	5,567	30	38	6,318	18,896	267	388,572	381,814

SHAWANO COUNTY.

Belle Plain.....	6	6	...	...	75	68	143	143	86	...	...	86	484	...	1,032	...
Harland.....	1	1	...	...	28	23	51	51	15	1	...	16	66	10	412	413
Pella.....	2	2	...	...	60	52	112	112	22	...	...	22	66	...	642	2,923
Richmond.....	...	...	3	3	48	52	100	100	100	2	...	102	391	21	3,613	3,634
Shawano.....	...	...	3	3	15	13	28	28	28	1	...	29	268	18	1,082	1,100
Waukegan.....	2	1	...	...	20	16	36	36	31	...	...	31	129	...	1,280	1,280
Totals.....	11	11	6	6	246	224	470	470	282	4	...	286	1,344	40	8,061	9,349

SHEBOYGAN COUNTY.

Greenbush.....	9	9	2	2	366	356	722	722	555	1	4	564	1,040	40	232	43,366	43,644
Herman.....	7	7	2	2	435	427	862	862	862	1	1	368	756	112	9	21,174	21,124
Holland.....	12	12	1	1	544	546	1,090	1,090	800	10	1	811	1,887	112	9	59,711	59,832
Lima.....	9	9	4	4	380	399	779	779	754	541	4	545	1,281	96	...	43,827	43,923
Lyndon.....	9	9	2	2	311	269	580	580	580	540	1	541	2,102	61	...	39,613	39,674
Mitchell.....	5	5	3	3	224	229	453	453	372	2	1	375	1,067	38	40	20,663	20,741
Mosel.....	3	3	1	1	205	196	401	401	401	111	2	113	331	8	...	4,452	4,460
Plymouth.....	6	6	3	3	411	478	889	889	517	...	2	519	1,138	81	...	37,617	37,698
Rhine.....	7	7	1	1	344	335	679	679	348	5	...	353	749	81	...	10,759	10,840
Russell.....	2	2	...	...	128	115	243	243	129	...	...	129	286	...	...	7,673	7,673
Scott.....	8	8	1	1	312	280	592	592	443	8	...	447	1,136	26	...	59,910	59,935
Sheboygan.....	5	5	1	1	293	228	521	521	274	...	...	274	582	...	...	13,316	13,316
" City.....	1	1	...	...	820	940	1,760	1,760	875	...	3	875	210	180	...	174,562	174,742
Sheboygan Falls.....	6	6	5	5	399	399	798	798	592	8	3	538	1,199	25	108	30,870	31,003
" Village.....	...	...	1	1	210	280	490	490	298	...	...	298	176	...	...	73,440	73,440
Sherman.....	8	7	4	4	304	297	601	601	408	...	1	409	950	44	...	24,336	24,380
Wilson.....	5	5	1	1	252	249	501	501	357	1	...	358	908	1	...	28,866	28,887
Totals.....	102	101	32	32	5,938	6,023	11,961	11,936	7,468	31	16	7,517	15,805	432	756	694,125	695,313

TREMPEALEAU COUNTY.

Arcadia.....	4	3	1	...	141	106	247	247	108	...	1	122	236	...	37	4,935	5,972
Burnside.....	2	2	...	...	47	24	71	71	57	...	...	57	205	...	...	2,728	2,860
Caledonia.....	4	4	1	1	88	69	157	157	...	2	...	63	560	65	...	8,571	8,636
Ettrick.....	4	4	3	3	165	154	319	295	157	...	...	158	311	...	4	3,887	3,887
Gale.....	7	7	8	2	199	187	386	286	293	5	2	309	933	69	7	17,148	17,218
Hale.....	1	1	...	...	23	18	41	41	41	...	...	118	62	...	...	678	678
Lincoln.....	3	3	...	...	46	32	78	68	73	...	...	57	560	...	...	706	706
Preston.....	3	3	1	...	110	88	198	110	...	...	...	140	340	...	30	5,141	5,475
Sumner.....	6	6	...	...	64	70	134	134	119	...	1	128	433	...	...	6,529	6,539
Trempealeau.....	7	7	3	3	280	286	566	566	458	1	1	313	1,332	31	469	21,766	21,766
Totals.....	41	39	12	9	1,163	1,024	2,197	1,958	1,308	81	11	1,465	5,061	165	547	72,089	88,679

VERNON COUNTY.

Bergen.....	4	4	2	2	85	94	179	182	91	3	94	435	104	.....	4,268	4,372
Christiana.....	4	4	2	2	216	191	407	407	199	.....	202	452	.....	48	5,333	5,381
Clinton.....	5	5	1	1	116	122	238	238	121	.....	134	514	.....	102	8,696	8,798
Coon.....	3	2	1	1	87	68	153	153	40	.....	3	132	.....	41	1,120	1,161
Franklin.....	10	10	.....	.....	204	204	408	408	305	5	316	1,435	1	88	12,572	12,661
Forest.....	6	6	2	2	127	127	254	254	215	2	221	941	10	185	15,172	15,367
Genoa.....	3	3	3	3	57	51	108	108	40	1	42	264	8	31	3,684	3,718
Greenwood.....	5	5	1	1	109	120	229	229	192	2	136	672	37	141	2,794	2,972
Hamburg.....	5	5	.....	.....	197	184	381	381	192	1	201	501	88	278	6,996	7,362
Harmony.....	4	4	2	2	111	108	219	219	216	2	220	.....	57	93	13,147	13,297
Hillsborough.....	4	4	3	3	163	143	306	306	289	1	291	838	4	58	23,083	23,147
Jefferson.....	4	4	3	3	190	193	383	383	308	.....	10	946	.....	437	17,996	18,433
Kikapoo.....	7	7	.....	.....	188	186	374	374	308	1	315	803	10	166	13,983	14,159
Liberty.....	2	2	4	4	91	70	161	161	182	138	1	144	.....	130	7,912	8,042
Stark.....	6	6	1	1	126	106	232	232	233	145	.....	145	400	.....	4,493	4,493
Sterling.....	5	5	3	3	163	124	287	287	90	137	1	139	815	32	2,935	3,033
Union.....	4	4	.....	.....	74	63	187	187	108	1	112	453	85	161	6,649	6,846
Viroqua.....	7	7	5	5	337	342	699	699	449	.....	4	453	953	.....	23,039	24,107
Wheatland.....	2	2	2	2	125	100	225	225	174	.....	2	176	491	.....	13,871	13,906
Webster.....	5	5	3	3	126	115	241	241	165	3	171	574	85	58	7,755	7,898
Whitestown.....	3	3	3	3	86	89	175	175	193	.....	2	396	.....	92	8,925	9,017
Totals.....	100	99	40	37	2,998	2,800	5,798	5,447	3,966	24	68	12,399	466	2,374	205,832	206,573

WALWORTH COUNTY.

Bloomfield.....	6	6	4	4	229	172	401	401	312	.....	312	798	.....	.....	20,597	20,597
Darien.....	5	5	7	7	311	275	586	586	475	1	411	1,427	4	215	33,361	33,709
Delavan.....	6	6	4	4	489	437	917	917	669	6	679	839	4	133	51,857	52,043
East Troy.....	5	5	3	3	293	295	585	585	511	1	515	927	29	78	40,974	41,086
Elkhorn.....	1	1	.....	.....	170	219	389	389	288	.....	288	192	.....	.....	31,126	31,126
Genova.....	4	4	5	5	431	390	821	821	694	2	703	1,087	20	250	50,942	50,942
La Grange.....	4	4	6	6	202	210	412	412	370	2	376	1,248	73	226	27,344	27,515
La Fayette.....	6	6	4	4	230	181	411	411	344	.....	344	1,360	.....	130	28,305	28,531

Linn.....	8	5	5	5	5	5	166	151	317	317	296	2	298	1,012	6	17,674
Lyons.....	8	8	3	3	3	3	285	237	522	522	334	1	335	1,238	50	25,410
Richmond.....	8	6	6	6	6	6	218	212	430	430	355	1	357	1,045	2	23,599
Sharon.....	8	8	5	5	5	5	353	341	694	694	585	4	594	1,409	37	48,168
Spring Prairie.....	8	8	2	2	2	2	238	206	444	444	385	5	390	1,328	101	31,179
Sugar Creek.....	5	5	5	5	5	5	219	196	415	415	267	5	272	736	103	17,394
Troy.....	5	5	6	6	6	6	252	224	476	476	347	3	350	672	165	25,134
Whitewater.....	5	5	7	7	7	7	698	735	1,433	1,433	962	2	966	990	19	91,601
Walworth.....	6	5	5	5	5	5	202	185	387	387	259	2	261	814	8	12,867
Total.....	98	92	77	76	4	4	9,777	4,639	9,646	9,543	7,310	29	41	7,380	355	586,928
																591,902

WASHINGTON COUNTY.

Addison.....	8	8	2	2	2	2	486	412	898	898	404	.....	404	1,066	.....	27,271
Barton.....	6	6	2	2	2	2	259	255	514	.....	284	.....	284	837	.....	22,412
Erin.....	3	3	8	8	8	8	366	306	672	354	369	2	1	372	764	35
Farmington.....	6	6	5	5	5	5	411	384	795	.....	458	.....	3	558	1,370	60
German town.....	9	9	2	2	2	2	468	457	625	625	416	.....	1	377	990	120
Hartford.....	7	7	4	4	4	4	565	533	1,098	.....	715	7	3	632	1,389	66
Jackson.....	9	9	2	2	2	2	408	383	791	66	340	.....	1	252	1,786	55
Kewaskum.....	5	5	1	1	1	1	272	247	519	519	273	3	3	373	778	83
Polk.....	8	8	4	4	4	4	549	481	1,030	.....	540	.....	552	1,669	78	25,961
Richfield.....	8	8	3	3	3	3	387	372	759	547	321	.....	377	915	.....	42,223
Trenton.....	4	4	9	9	9	9	398	428	826	538	.....	.....	553	409	.....	18,899
Wayne.....	7	7	2	2	2	2	373	390	763	429	429	6	2	437	869	101
West Bend.....	6	6	3	3	3	3	383	378	761	761	372	.....	.....	880	.....	26,008
Totals.....	86	86	47	44	5	5	5,325	5,026	10,351	4,112	4,921	15	14	5,443	13,722	394
																369,065

WAUKESHA COUNTY.

Brookfield.....	5	5	8	8	8	8	426	419	845	845	502	1	502	1,047	2	25,467
Delafield.....	4	4	5	5	5	5	259	229	486	486	261	18	261	932	54	39,831
Eagle.....	4	4	4	4	4	4	242	225	467	467	347	...	347	819	...	13,946

WAUPACA COUNTY.

Genesee.....	51	51	8	8	336	309	645	468	8	476	1,048	142	25,781	25,923
Lisbon.....	6	6	5	5	282	279	561	411	1	412	1,197	65	32,447	32,512
Menomonee.....	6	6	6	6	475	462	937	780	3	733	1,439	50	44,758	44,808
Merton.....	2	2	9	0	302	249	551	551	8	505	1,388	237	32,395	32,632
Mukwanago.....	6	6	4	3	231	250	481	481	2	348	891	79	32,781	25,058
Muskego.....	5	5	5	5	332	262	594	594	2	385	1,056	47	26,465	26,512
New Berlin.....	6	6	8	8	431	397	828	828	4	470	1,092	229	21,563	21,792
Oconomowoc.....	5	5	9	9	525	562	1,027	745	2	751	1,386	22	52,006	52,676
Ottawa.....	5	5	5	5	211	177	387	387	1	239	709	.....	14,648	14,648
Pewaukee.....	8	8	5	5	297	303	600	600	5	491	1,151	75	34,470	34,942
Summit.....	2	2	9	9	221	198	419	419	1	282	997	.....	23,864	23,865
Vernon.....	6	6	3	3	219	216	435	325	2	327	870	31	24,932	24,963
Waukesha.....	6	6	9	9	661	673	1,333	1,043	3	1,046	1,656	60	39,966	40,031
Total.....	84	84	96	96	5,448	5,150	10,598	7,574	53	7,586	17,757	347	485,418	479,493

Bear Creek.....	3	3	0	0	49	50	99	58	0	58	242	.....	.....	.....
Caledonia.....	4	4	3	2	138	119	257	181	3	188	573	68	169	9,813
Dayton.....	7	7	2	2	183	142	327	306	3	310	1,320	4	1	18,447
Dupont.....	1	1	0	0	25	13	38	34	0	34	64	.....	.....	.....
Farmington.....	6	6	1	1	150	123	273	249	2	253	1,048	40	46	14,763
Helvetia.....	2	2	.....	.....	24	18	42	34	1	35	154	4	.....	1,063
Iola.....	3	3	0	0	120	125	245	144	0	149	511	.....	306	11,925
Larrabee.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leland.....	4	4	1	1	90	89	179	113	1	114	548	12	.....	7,496
Lind.....	8	8	2	2	214	184	398	281	0	283	940	.....	100	16,504
Little Wolf.....	5	5	2	2	91	89	189	173	3	176	642	73	.....	10,087
Matteson.....	2	2	0	0	32	19	51	35	0	35	101	.....	3	942
Mukwa.....	6	6	2	2	275	262	537	394	1	305	746	8	.....	.....
Royalton.....	5	5	2	0	128	124	252	205	3	201	691	70	90	9,444
Scandinavia.....	5	5	2	2	224	201	425	273	0	274	606	.....	0	9,391
St. Lawrence.....	3	3	1	1	120	106	225	157	0	157	404	.....	.....	11,341
Union.....	21	21	0	0	28	21	49	40	0	40	308	.....	.....	2,981

Waupaca.....	8	3	3	3	287	270	557	557	490	1	4	495	804	42	153	35,608	35,801
Weyauwega.....	7	6	1	...	336	292	628	628	443	2	...	445	965	16	...	27,398	27,414
Totals.....	77	75	22	18	2,516	2,246	4,762	4,698	8,592	20	26	8,635	10,657	337	871	187,497	187,497

WAUSHARA COUNTY.

Aurora.....	4	4	5	5	226	179	405	305	286	1	9	294	1206	...	220	20,821	21,523
Bloomfield.....	6	6	...	...	205	150	355	355	192	2	2	196	...	22	71	10,534	10,574
Coloma.....	2	2	2	...	44	68	112	112	100	...	...	101	...	...	58	6,878	6,966
Dakota.....	2	2	3	1	65	49	114	114	65	...	...	65	...	...	...	4,347	4,347
Deerfield.....	2	2	3	...	27	40	67	51	49	...	...	50	...	2	54	4,195	4,247
Hancock.....	5	5	2	...	68	69	137	92	86	...	1	87	...	...	64	7,065	7,129
Leon.....	3	3	7	5	181	147	328	334	326	...	3	339	...	...	94	25,921	26,015
Marion.....	4	4	5	2	122	108	230	230	184	1	3	183	...	1	106	12,639	13,094
Mt. Morris.....	5	5	2	2	94	103	197	197	144	1	1	146	...	25	23	13,726	13,804
Osage.....	4	4	3	3	108	84	192	171	147	1	4	152	...	21	160	6,409	6,605
Pia nfield.....	5	5	4	4	187	190	377	377	316	...	...	316	...	...	...	25,774	25,744
Poyssippi.....	2	2	5	5	117	96	213	180	184	1	...	143	...	82	...	5,749	5,781
Richford.....	5	5	3	3	92	80	172	172	139	1	2	143	...	53	126	8,861	9,024
Rose.....	1	1	2	2	35	53	88	88	84	2	...	86	...	44	...	4,505	4,549
Saxville.....	5	5	3	3	148	119	267	257	216	...	3	219	...	...	83	11,180	11,263
Springwater.....	4	4	2	2	100	91	191	170	156	2	2	160	...	8	85	8,500	8,593
Warren.....	4	4	5	5	120	109	229	229	168	1	...	169	...	29	...	13,493	13,522
Wautoma.....	3	3	2	2	129	165	294	183	168	...	4	172	...	...	20	...	...
Totals.....	66	66	58	46	2,068	1,900	3,968	3,617	2,960	13	36	3,026	10,294	286	1,174	180,507	182,812

WINNEBAGO COUNTY.

Algoma.....	3	3	3	3	151	159	310	...	208	...	1	257	613	...	31	11,574	19,731
Black Wolf.....	5	5	1	1	204	167	371	...	207	3	2	222	699	40	84	15,786	15,913
Clayton.....	5	5	6	6	259	237	496	476	380	3	4	387	1,279	141	265	36,796	37,192
Menasha.....	4	4	4	4	549	568	1,117	...	658	1	1	660	896	4	120	62,171	62,837

WAUPACA COUNTY.

Genesee	5	5	8	8	336	309	645	468	8	476	1,048	142	25,781	25,923
Lisbon	6	6	5	5	282	279	561	411	1	412	1,197	65	32,447	32,512
Menominee	6	6	6	6	475	462	937	730	3	733	1,439	50	44,768	44,808
Merton	2	2	9	0	302	249	551	495	2	505	1,388	237	32,595	32,632
Mukwanago	6	6	4	3	231	250	481	386	2	348	891	79	32,781	25,053
Mukero	5	5	5	5	332	262	594	483	2	385	1,050	47	26,465	26,512
New Berlin	6	6	8	8	431	397	828	524	2	470	1,092	299	21,563	21,792
Oconomowoc	5	5	9	9	525	502	1,027	745	2	751	1,386	22	52,506	52,576
Ottawa	5	5	5	5	216	177	387	174	2	259	709	.....	14,648	14,648
Pewaukee	8	8	5	5	297	303	600	477	5	491	1,151	75	34,470	34,942
Summit	2	2	9	9	221	198	419	281	1	282	997	.....	23,364	23,365
Vernon	6	6	3	3	219	216	435	325	2	327	875	31	24,932	24,963
Waukesha	6	6	9	3	660	673	1,333	1,043	3	1,046	1,656	65	39,966	40,031
Total	84	84	95	95	5,448	5,150	10,598	7,574	33	7,586	17,757	347	485,418	479,493

Bear Creek	3	3	0	0	49	50	99	99	58	0	58	242	.....	.....
Caledonia	4	4	3	2	138	119	257	257	181	3	188	573	.....	9,812
Dayton	7	7	2	2	185	142	327	327	306	3	310	1,320	18,442	18,447
Dupont	1	1	0	0	25	13	38	38	34	0	34	64	.....	.....
Farmington	6	6	1	1	150	123	273	273	249	2	253	1,048	16,467	14,762
Helvetia	2	2	.....	.....	24	18	42	42	34	1	35	154	1,063	1,067
Iola	3	3	0	0	120	125	245	245	144	0	149	511	305	11,925
Larrabee .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lebanon	4	4	1	1	90	89	179	179	113	1	114	548	7,496	7,508
Lind	8	8	2	2	214	184	398	398	281	0	283	940	16,504	6,504
Little Wolf	5	5	2	2	91	89	180	180	173	3	176	642	10,087	0,160
Matteson	2	2	0	0	32	19	51	35	27	0	28	101	942	945
Mukwa	6	6	0	0	275	262	537	537	394	1	395	746	.....	.....
Royalton	5	5	2	0	128	124	252	205	195	3	201	691	9,289	9,444
Scandinavia	5	5	2	2	224	201	425	425	273	0	274	506	9,391	9,396
St. Lawrence	3	3	1	1	120	105	225	225	157	0	157	494	11,341	11,341
Union	3	3	0	0	28	21	49	49	40	0	40	308	2,081	2,081

Waupaca.....	3	3	3	3	287	270	557	557	490	1	4	495	804	49	153	35,606	35,801
Weyauwega.....	7	6	1	...	336	392	628	628	448	2	...	445	965	16	...	27,398	27,414
Totals.....	77	76	22	18	2,616	2,246	4,762	4,698	8,392	20	26	8,685	10,657	387	871	187,497	187,497

WAUSHARA COUNTY.

Aurora.....	4	4	5	5	226	179	408	305	286	1	9	294	1206	...	220	20,821	21,523
Bloomfield.....	6	6	...	...	205	150	355	355	192	2	2	196	...	22	71	10,554	10,574
Coloma.....	9	9	2	2	44	68	112	112	100	...	1	101	...	...	58	6,878	6,966
Dakota.....	2	2	3	1	65	49	114	114	65	...	...	65	...	...	...	4,347	4,347
Deerfield.....	2	2	3	...	27	40	67	61	49	...	1	50	256	2	54	4,195	4,247
Hancock.....	5	5	2	...	68	69	137	92	86	...	1	87	568	...	64	7,065	7,129
Leon.....	3	3	7	5	181	147	328	334	326	...	3	339	1,157	...	94	25,921	26,015
Marion.....	4	4	5	2	122	108	230	230	184	1	3	188	828	1	106	12,639	13,094
Mt. Morris.....	4	4	5	2	94	103	197	197	144	1	1	146	746	25	23	13,726	13,804
Oasis.....	4	4	3	3	108	84	192	171	147	1	4	152	400	21	160	6,409	6,605
Plainfield.....	5	5	4	4	187	190	377	377	316	...	...	316	1,018	...	...	25,774	25,744
Poyssippi.....	2	2	5	5	117	96	213	180	134	1	...	143	485	32	...	5,749	5,781
Richford.....	5	5	3	3	92	80	172	172	139	1	2	143	610	53	126	8,851	9,024
Rose.....	1	1	2	2	35	53	88	88	84	2	...	86	298	44	...	4,505	4,549
Saxville.....	5	5	3	3	148	119	267	257	216	...	3	219	780	...	83	11,180	11,263
Springwater.....	4	4	2	2	100	91	191	170	156	2	2	160	564	8	85	8,500	8,593
Warren.....	4	4	5	5	120	109	229	229	168	1	...	169	782	29	...	13,493	13,522
Wautoma.....	3	3	2	2	129	165	294	183	168	...	4	172	543	...	20	...	...
Totals.....	66	66	58	46	2,008	1,900	3,988	3,617	2,960	13	36	3,026	10,294	285	1,174	180,507	182,812

WINNEBAGO COUNTY.

Algoma.....	3	3	3	3	151	159	410	...	208	...	1	257	613	...	31	11,574	19,731
Black Wolf.....	5	5	1	1	204	167	371	...	207	3	2	222	699	40	84	15,788	15,913
Clayton.....	5	5	6	6	259	237	496	476	380	8	4	387	1,279	141	255	36,796	37,193
Menasha.....	4	4	4	4	549	568	1,117	...	658	1	1	660	895	4	120	62,171	52,837

Nepeskin...	4	4	6	5	194	177	371	574	2	6	252	993	11	206	23,702	24,019
Nekimi...	5	5	5	5	237	212	449	401	1	5	407	1,074	38	271	30,725	31,034
Neenah...	4	4	4	4	455	513	968	731	1	1	701	781	10	50	49,317	57,797
Oshkosh...	4	4	3	3	167	122	259	91	...	...	101	595	...	...	9,730	15,328
Oshkosh city...	1	1	...	...	1,962	2,039	3,991	1,506	7	5	1,518	180	122	168	208,800	209,092
Omro...	5	5	5	5	490	483	973	760	...	10	93	1,381	...	873	76,152	69,144
Poygan...	4	4	2	2	205	155	360	12	...	...	310	708	37	...	15,523	15,560
Rushford...	4	4	4	4	381	356	737	610	580	1	3	665	47	143	46,161	45,342
Utica...	5	5	5	5	364	290	484	353	...	...	353	1,405	...	...	30,194	30,134
Vinland...	4	4	5	5	192	212	404	350	...	...	325	978	...	...	21,901	22,092
Winneconne...	4	4	4	3	800	274	574	244	...	1	304	657	...	34	20,917	9,616
Wolf River...	5	5	...	...	92	87	179	102	...	...	108	603	...	...	...	9,032
Winchester...	6	6	4	4	255	262	507	264	...	1	264	572	...	...	9,565	9,565
Totals.....	72	72	67	66	6,357	6,223	12,580	7,440	20	45	7,824	14,302	450	2,026	688,946	673,445

WOOD COUNTY.

Centralia...	3	2	...	...	117	110	227	170	...	...	170	292	...	...	11,831	11,831
Dexter...	2	1	1	1	16	18	29	29	...	...	29	144	...	...	1,431	1,431
Grand Rapids...	4	4	...	...	226	225	451	347	8	5	360	485	...	211	26,835	26,295
Rudolph...	1	1	1	1	54	60	114	97	...	...	97	253	...	...	4,839	4,839
Saratoga...	3	3	...	...	49	48	69	68	...	1	69	300	...	36	3,084	3,120
Sigel...	3	3	1	1	57	36	93	100	3	2	105	462	20	54	5,221	5,285
Seneca...	2	2	1	1	40	35	75	40	...	...	40	97	...	...	4,595	4,595
Totals.....	18	16	4	4	559	597	1,086	1,020	11	8	870	2,232	20	301	57,836	59,406

TABLE NO. 2.—RECAPITULATION BY COUNTIES.

Towns.	Whole number of School Districts	Number of Districts which have reported	Whole number of parts of Districts reported	Number of parts of Districts which have reported	Number of male children over 4 and under 20 years of age.	Number of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age.	No. of children over 4 and under 20 years of age in the districts maintaining school 3 or more months.	Number over 4 and under 20 years of age who have attended school.	Number under 4 years of age who have attended school.	Number over 20 years of age who have attended school.	Total number of different pupils attending the year.	Number of days a school has been taught by a qualified teacher during the year.	Number of days attendance of pupils under four years of age.	Number of days attendance of pupils over 20 years of age.	Number of days attendance of pupils over 4 and under 20 years of age.	Total number of days attendance of different pupils during the year.
Adams.....	62	45	28	24	1083	1104	2187	2187	1804	8	13	1911	6901	323	464	89798	108084
Ashland.....	2	1	1	1	105	82	187	187	52	0	37	300	178	.....	.....	.....	5808
Bayfield.....	1	1	1	1	66	77	143	143	52	0	37	300	178	.....	.....	.....	5808
Brown.....	62	61	13	10	3368	3357	6753	6527	3323	27	7	3561	8642	181	258	262680	263030
Buffalo.....	48	43	9	9	1390	1145	2445	2204	1329	17	18	2098	4763	846	602	91654	93102
Burnett.....	8	2	1	1	40	37	77	77	39	0	2	41	130	.....	.....	.....	1308
Calumet.....	60	58	9	9	1892	1857	3679	3679	2366	16	11	2654	8348	311	423	171978	172781
Chippewa.....	31	30	1	1	718	702	1420	1396	910	2	3	880	2946	.....	54	62536	62580
Clark.....	15	12	3	3	284	216	494	.....	235	28	4	878	1251	11	153	206839	20808
Columbia.....	122	121	62	61	5521	5019	10340	10241	4326	18	98	8442	22516	319	434	68814	693827
Crawford.....	61	60	35	35	2256	2082	4337	3006	2857	21	17	2936	6324	278	621	191492	200381
Dane, (First Dist.).....	91	91	68	68	4238	3984	8222	1180	7149	39	58	7244	1585	186	130	45627	309408
Dane, (Second Dist.).....	58	58	46	46	1882	1881	3763	3763	3201	26	57	5276	12616	374	3608	334682	347787
Dodge, (First Dist.).....	78	78	41	41	4527	4237	12963	4355	6239	16	59	6029	92239	358	5301	719256	345564
Dodge, (Second Dist.).....	77	75	55	55	4297	3976	8177	7716	6080	72	56	6090	13937	924	1716	847676	830933
Dover.....	27	21	2	1	628	534	1162	948	684	6	3	702	2328	158	104	35640	35902
Douglas.....	4	4	1	1	106	87	193	193	185	0	0	185	707	.....	.....	.....	.....
Dunn.....	37	34	11	11	1098	948	2041	1964	1457	14	11	1482	4766	338	210	89814	90819
Eau Claire.....	28	27	14	12	996	946	1944	1909	1678	4	23	1603	8698	48	1808	108190	108586

Fond du Lac.....	139	138	76	9167	8528	17695	17538	11618	51	84	12140	25186	1108	2366	619995	697138
Grant.....	167	159	85	77	7159	6809	13968	13594	9937	38	51	10426	833	2140	611010	613983
Green.....	96	96	51	51	4229	4090	1552	6958	31	71	7041	15834	857	2308	463536	466727
Green Lake.....	52	52	48	46	2465	2316	4781	2263	3086	1	17	3706	10550	281	452	304784
Jowa.....	103	103	17	4678	4398	9071	6744	6478	46	59	6769	14284	253	1267	317358	266319
Jack-son.....	53	42	...	7	989	926	1915	1306	1619	10	14	1509	150	411	91292	94783
Jefferson.....	124	124	53	7214	7160	14374	13807	7274	41	75	7456	17472	685	1191	567547	550269
Kenosha.....	69	69	20	30	2134	246	4180	3970	2551	19	18	3319	10618	377	769	229896
Kewaunee.....	51	51	34	31	1850	1697	3547	1726	2551	5	27	2583	9511	146	325122	326414
La Crosse.....	40	39	...	...	1590	1421	3014	1495	1273	9	4	1266	6724	118	16	41388
La Fayette.....	52	51	21	20	2796	2604	5400	5404	3448	31	20	3499	7671	1065	893	256281
Manitowoc.....	114	...	...	...	4253	3921	8174	3861	5450	23	238	6212	13545	620	1773	348137
Marathon.....	89	89	24	24	5980	5728	11708	6769	19	33	5821	14838	311	1195	452584	454040
Marquette.....	42	35	5	3	668	620	1288	1286	926	6	2	950	3463	195	35	66844
Marquette.....	40	39	35	34	1490	1456	2945	2881	2150	9	15	2192	7658	146	257	124546
Milwaukee, (1st Dist.)	43	43	15	14	2407	2257	4664	4664	2499	7	5	2511	7929	317	256	192521
Milwaukee, (1st Dist.)	30	30	1	1	11148	11394	22637	21490	8463	98	6	9073	4465	9894	273	758366
Milwaukee, (2d Dist.)	30	30	1	1	11148	11394	22637	21490	8463	98	6	9073	4465	9894	273	758366
Monroe.....	115	115	40	40	2527	2302	4829	2943	3483	34	46	3783	10816	575	883	228112
Oconto.....	25	24	...	...	874	844	1718	891	652	5	1	1065	2150	28	68	68927
Outagamie.....	73	72	12	9	2709	2620	5329	5035	2601	14	8	3733	10528	176	246	286092
Ozaukee.....	54	54	13	13	3482	3368	6850	6850	3589	16	5	3610	8929	188	159	228556
Pepin.....	22	19	9	7	647	687	1334	...	972	5	6	1077	8905	43	81	50480
Pierce.....	87	84	30	27	1272	1138	2410	1104	1498	5	26	2042	5621	82	990	144795
Polk.....	21	21	2	2	824	806	680	625	564	3	3	604	2856	16	179	29120
Portage.....	63	61	28	26	1646	1651	3297	3283	2362	10	16	2604	9394	210	327	160180
Racine.....	56	56	48	46	4505	4195	8700	2853	5325	11	38	5656	10889	744	1311	485363
Richland.....	188	134	35	34	3022	2802	5824	4676	4210	21	44	4325	12863	805	1599	249971
Rock, (First Dist.)	66	66	53	30	3082	2825	5907	3988	4261	9	39	4516	12787	267	1677	412113
Rock, (Second Dist.)	67	67	39	38	4125	3830	7955	7917	4909	22	37	3837	12649	488	1136	242713
St. Croix.....	42	39	22	22	1698	1530	3228	2976	2481	12	22	2511	6379	108	409	188354
Sauk.....	121	119	69	69	4386	4000	8336	8071	5367	30	38	6318	18896	267	843	386572
Shawano.....	11	11	6	6	246	224	470	188	283	4	...	286	1844	49	...	8061
Sheboygan.....	102	101	39	39	5938	6028	11961	11936	7468	31	16	7517	15805	432	756	694125
Trempealeau.....	41	39	12	9	1165	1034	2197	1936	1808	8	11	1465	5061	163	547	72089
Vernon.....	100	99	40	37	2998	2800	5798	5447	3906	24	68	4038	12599	466	2374	205832
Walworth.....	98	92	77	76	4977	4669	9646	9543	7310	29	41	7380	17082	355	1723	586923
Washington.....	86	86	47	41	5325	5026	10351	4112	4021	15	14	5431	13722	126	894	365406
Waukesha.....	84	84	95	93	6448	5150	10598	10598	7574	33	54	7586	17757	347	1871	463418

Waupaca.....	77	75	22	18	2316	2246	4762	4698	3592	20	26	3635	10657	387	871	187497	187497
Waushara.....	66	66	58	46	2068	1900	3968	3617	2960	13	36	3026	10294	235	1174	180607	182812
Winnebago.....	72	72	67	66	6357	6223	12380	7040	7424	20	45	7824	14302	450	2026	663946	673445
Wood.....	18	16	4	4	559	527	1088	1020	851	11	8	870	2232	20	301	57836	59406
Totals.....	3848	3647	1740	1656	180440	171564	352004	293592	224013	2176	1818	234256	589169	28426	58578	15940645	15637699

TABLE NO. 3.
ADAMS COUNTY.

TOWNS.	SCHOOLS, TEACHERS' WAGES, ETC.							LIBRARIES.			
	No. of schools with two departments.	No. of schools with three or more departments.	No. of teachers required to teach the schools.	No. of different persons employed as teachers during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	No. of schools visited by the County Superintendent during the year.	Number of volumes added during the year.	Amount expended for library during the year.	Whole number of volumes in the district library.	Cash value of library.
Adams,.....	6	11	.....	\$17 62	6	.....	.....	.....	.....
Big Flats,.....	2	2	.....	20 08	1	.....	.....	.....	.....
Dell Prairie,.....	4	7	\$15 00	21 87	3	.....	.....	.....	.....
Easton,.....	3	6	.....	16 00	3	.....	.....	.....	.....
Jackson,.....	5	8	.....	17 50	5	.....	.....	.....	.....
Lincoln,.....	5	9	.....	19 00	5	.....	.....	.....	.....
Leola,.....	2	3	.....	20 00	2	.....	.....	.....	.....
Monroe,.....	5	3	.....	18 00	0	.....	.....	.....	.....
New Haven,.....	6	10	25 50	22 50	4	.....	.....	.....	.....
New Chester,.....	6	10	.....	16 50	4	.....	.....	.....	.....
Preston,.....	1	2	25 00	16 00	1	.....	.....	.....	.....
Quincy,.....	3	6	24 00	19 33	3	.....	.....	.....	.....
Richfield,.....	3	6	30 00	17 31	3	.....	.....	.....	.....
Rome,.....	3	5	.....	15 33	0	.....	.....	.....	.....
Springville,.....	4	6	.....	20 40	5	.....	.....	.....	.....
Strong's Prairie,.....	4	6	33 00	17 70	1	.....	.....	.....	.....
White Creek,.....	1	1	37 50	18 00	1	.....	.....	.....	.....
Totals,.....	59	101	\$30 00	\$17 82	47	.....	.....	.....	.....

CHIPPewa COUNTY:

Anson.....	2	2	.....	\$27 00	2	.....
Bloomer.....	8	8	.....	19 44	5	.....
Chippewa Falls.....	3	5	.....	40 00	1	.....
Engle Point.....	6	9	\$32 00	25 00	4	.....
La Fayette.....	6	9	50 00	27 00	6	.....
Sigel.....	3	3	30 00	28 75	2	.....
Wheaton.....	4	5	40 00	25 00	4	.....
Totals.....	32	41	\$38 00	\$27 45	24	.....

CLARK COUNTY.

Levis,.....	2	2	.....	\$21 00	2	.....	2
Loyal,.....	1	2	.....	27 00	1	.....	.....
Lynn,.....	3	5	\$33 00	.....	3	.....	.....
Pine Valley,.....	3	5	30 00	33 75	3	.....	.....
Weston,.....	3	5	39 00	86 33	3	.....	.....
Totals,.....	12	19	\$34 00	\$28 61	12	.....	.....
						209 43	176
						209 43	234 49

COLUMBIA COUNTY.

Arlington,		7	9	\$85 50	\$18 20	7			
Caledonia,		7	10	36 00	20 83	3		203	83 00
Courtland,	1	6	13	32 00	23 60	6			
Columbus,		13	31	47 50	20 00	13			
Dekorra,	1	10	29	31 14	19 44	10	96	250	92 00
Fort Winnebago,		7	13	50 00	18 60	6		98	85 00
Fountain Prairie,		7	12	37 00	22 22	7			
Hampden,	1	7	13	28 12	18 62	6			
Leeds,		6	11	36 33	23 50	6			
Lewisston,		9	12	31 66	19 83	7			
Lodi,		11	18	38 25	20 31	10		20	20 00
	1							1	1 00

Lowville.....	8	13	\$33 12	\$21 00	8	10 00	15	.....
Marcellon.....	7	14	29 40	16 57	6	.....	.....	.....
Newport.....	7	7	66 33	25 66	5	.....	25	\$10 00
Otego.....	6	10	35 00	25 66	6	.....	.....	.....
Pacific.....	4	4	25 00	18 49	2	.....	.....	.....
Portage City.....	11	11	.....	32 27	.....	.....	204	300 00
Randolph.....	6	11	30 12	27 80	5	.....	2	2 20
Scott.....	8	13	34 33	19 37	5	.....	108	25 00
Springvale.....	6	10	28 50	19 16	6	.....	81	60 00
West Point.....	7	15	30 00	20 18	7	.....	.....	.....
Wyoena.....	10	20	43 33	18 64	6	.....	149	60 36
Totals.....	7	292	\$34 69	\$31 34	137	96	1,156	\$739 56

CRAWFORD COUNTY

Clayton.....	13	17	\$30 10	\$22 93	.....	.....	50	\$43 00
Eastman.....	8	14	34 06	27 00	.....	.....	8	33 00
Freeman.....	7	7	20 00	20 33	.....	.....	.....	.....
Haney.....	5	9	35 22	17 80	.....	.....	.....	.....
Lynxville.....	3	4	20 00	23 33	.....	.....	.....	.....
Marietta.....	4	5	.....	25 25	.....	.....	.....	.....
Prairie du Chien.....	13	21	59 00	30 37	.....	.....	.....	200 00
Seneca.....	10	15	35 00	22 64	.....	.....	.....	.....
Scott.....	6	10	27 66	21 14	.....	.....	.....	.....
Utica.....	8	11	31 00	23 25	.....	.....	.....	.....
Wauzeka.....	6	10	38 00	24 00	.....	.....	.....	5 00
Totals.....	1	83	\$35 04	23 45	.....	.....	58	\$281 00

DANE COUNTY—1st District.

Albion.....	7	14	\$30 00	\$17 45	5	.....	.....	.....
Blooming Grove.....	6	8	36 00	25 00	3	.....	.....	.....
Bristol.....	9	15	35 00	22 33	6	.....	.....	.....
Burke.....	8	15	34 00	23 00	6	.....	.....	.....
Christiana.....	10	16	30 75	24 80	6	8	39	.....
Cottage Grove.....	9	18	35 50	21 14	9	.....	89	\$55 00
Deerfield.....	6	8	27 50	20 30	5	.....	.....	.....
Dunkirk.....	1	20	41 00	18 67	8	.....	47	54 00

Dunn.....	1	1	6	12	35 00	20 33	5	.....	.....	80	10 00
Medina.....	1	1	6	12	43 56	20 33	6	.....	.....	29	20 00
Pleasant Springs.....	1	1	5	7	33 50	22 50	2	.....	.....	71	75 00
Rutland.....	1	1	8	13	25 00	20 14	7	.....	.....	.....	.....
Sun Prairie.....	1	1	8	11	32 03	21 54	6	.....	.....	.....	.....
Vienna.....	1	1	8	13	31 33	22 00	8	.....	.....	40	40 00
Westport.....	1	1	6	12	35 83	22 50	6	.....	.....	.....	.....
Windsor.....	1	1	6	12	34 45	22 50	6	.....	.....	.....	.....
York.....	1	1	8	15	26 70	16 00	5	.....	.....	190	10 00
Totals.....	1	1	126	221	\$33 12	\$21 16	102	18	\$29 00	535	\$264 00

DANE COUNTY—2D District.

Berry.....	1	.....	5	7	\$26 75	\$20 80	.....	.....	.....	.....	.....
Black Earth.....	1	.....	5	7	.....	25 33	.....	.....	.....	.....	.....
Blue Mounds.....	1	.....	5	9	30 00	24 23	.....	.....	.....	6	\$5 00
Cross Plains.....	1	.....	7	11	31 66	21 87	.....	.....	.....	.....	.....
Dane.....	1	.....	7	16	29 00	21 96	.....	.....	.....	.....	.....
Fitchburg.....	1	.....	10	18	40 83	24 59	.....	.....	.....	79	26 00
Montrose.....	1	.....	7	16	32 08	22 67	.....	.....	.....	.....	.....
Mazomanie.....	1	.....	6	8	70 00	24 50	.....	.....	.....	82	81 00
Madison.....	1	.....	5	6	.....	29 75	.....	.....	.....	41	30 00
Madison city.....	1	.....	15	26	93 33	38 44	.....	.....	.....	.....	.....
Middleton.....	1	.....	8	13	30 00	24 21	.....	.....	.....	36	30 00
Oregon.....	1	.....	10	19	29 09	17 82	.....	.....	.....	20	14 00
Primrose.....	1	.....	7	11	30 00	22 70	.....	.....	.....	.....	.....
Perry.....	1	.....	5	7	33 50	23 00	.....	.....	.....	2	12 00
Roxbury.....	1	.....	5	7	26 84	22 74	.....	.....	.....	9	8 00
Springfield.....	1	.....	10	15	39 15	21 23	.....	.....	.....	222	215 00
Springdale.....	1	.....	5	10	33 33	23 53	.....	.....	.....	149	53 00
Verona.....	1	.....	7	13	31 00	23 66	.....	.....	.....	7	3 50
Vermont.....	1	.....	6	7	25 00	24 17	.....	.....	.....	.....	.....
Totals.....	3	4	135	225	\$37 15	\$24 06	.....	33	\$100 00	652	\$477 50

DODGE COUNTY—1st District.

	2	1	102	161	\$34 64	\$20 14	89	32	\$50 25	1,617	\$1,852 25
Ashippun,.....			8	15	\$30 00	\$20 14	8	.....	.....	266	\$142 00
Clyman,.....			7	13	28 57	18 16	2	.....	.....	265	221 00
Emmett,.....			8	12	32 50	17 75	8	.....	5 00	18	24 00
Hustisford,.....	1		8	16	36 00	19 00	8	.....	.....	345	200 00
Herman,.....			9	9	37 00	22 42	9	.....	9 00	329	200 00
Hubbard,.....		1	13	17	60 00	21 12	8	.....	15 00	137	673 00
Lebanon,.....			6	8	15 20	9 75	6	.....	.....	188	803 00
Lomira,.....			10	17	36 33	21 60	10	.....	.....	.....	.....
Le Roy,.....			8	15	28 00	21 00	8	.....	.....	21	15 00
Rubicon,.....			9	16	37 00	22 00	10	.....	.....	.....	.....
Theresa,.....			9	12	.....	25 00	6	.....	15 00	35	46 00
Williamstown,.....	1		7	11	41 50	23 50	6	.....	6 25	15	26 25
Totals,.....	2	1	102	161	\$34 64	\$20 14	89	32	\$50 25	1,617	\$1,852 25

DODGE COUNTY—2d District.

	6	2	122	208	\$47 77	\$28 68	98	11	\$15 25	1,060	\$812 50
Beaver Dam,.....			9	14	\$30 00	\$19 00	9	.....	.....	206	\$220 00
Beaver Dam City,.....			10	10	100 00	24 00	.....	.....	.....	.....	.....
Burnett,.....			6	12	43 12	24 70	6	.....	.....	48	57 00
Chester,.....			7	14	36 83	19 35	7	.....	.....	37	25 00
Calamus,.....	1		9	18	30 00	15 00	9	.....	.....	85	50 50
Elba,.....			11	19	.....	20 30	6	.....	.....	110	65 00
Fox Lake,.....			4	8	42 00	36 00	10	.....	.....	49	32 00
Lowell,.....	1	1	12	20	40 25	19 77	10	.....	.....	85	37 00
Oak Grove,.....			12	25	38 00	16 22	10	.....	.....	83	30 00
Portland,.....			8	13	32 62	20 25	8	.....	\$4 25	85	36 00
Shields,.....			6	8	36 62	18 00	1	.....	.....	207	185 00
Trenton,.....	1		13	25	85 00	18 00	12	.....	11 00	70	55 00
Westford,.....	1		11	16	86 66	19 50	1	.....	.....	45	20 00
Waupun Village,.....	2	1	5	6	120 00	50 50	4	.....	.....	.....	.....
Totals,.....	6	2	122	208	\$47 77	\$28 68	98	11	\$15 25	1,060	\$812 50

Spring Brook,.....	.....	6	11	\$39 20	\$36 16	6	.....	.....	.....
Weston,.....	.....	2	8	40 00	21 00	2	.....	.....	.....
Totals,.....	1	39	62	\$37 88	\$25 04	38	.....	.....	.....

EAU CLAIRE COUNTY.

Bridge Creek,.....	.....	7	9	.....	\$26 60	7	.....	.....	.....
Brunswick,.....	.....	5	8	\$45 00	23 60	5	.....	.....	.....
Eau Claire,.....	1	7	11	72 50	23 88	4	.....	.....	.....
Lincoln,.....	.....	3	4	35 00	23 38	3	.....	.....	.....
North Eau Claire,.....	.....	2	5	.....	30 00	2	.....	.....	.....
Oak Grove,.....	.....	2	3	.....	32 88	2	.....	.....	.....
Pleasant Valley,.....	.....	3	4	.....	21 22	3	.....	.....	.....
West Eau Claire,.....	1	6	10	56 88	26 38	8	.....	.....	.....
Totals,.....	2	35	54	\$52 23	\$25 97	29	.....	.....	.....

FOND DU LAC COUNTY.

Alto,.....	.....	9	18	\$25 00	\$21 33	.....	.....	.....	25	\$10 00
Ashford,.....	.....	10	14	30 70	19 75	.....	.....	.....	98	80 00
Auburn,.....	.....	11	16	26 60	19 43	.....	.....	.....	48	21 00
Byron,.....	.....	10	20	33 54	23 04	.....	.....	.....	134	90 00
Calumet,.....	.....	5	8	40 00	25 00	.....	.....	.....	80	33 48
Eden,.....	.....	7	11	22 00	22 00	.....	.....	.....	46	24 50
Eldorado,.....	.....	7	13	34 00	23 66	.....	8	\$13 00	221	166 00
Empire,.....	.....	7	14	35 50	20 25	.....	.....	.....	.....	.....
Fond du Lac,.....	.....	6	11	25 00	21 33	.....	.....	.....	78	26 00
Fond du Lac City,.....	1	33	44	125 00	28 44	.....	.....	.....	250	100 00
Forest,.....	.....	6	10	40 00	20 00	.....	.....	.....	.....	.....
Friendship,.....	.....	5	7	32 00	21 25	.....	.....	.....	69	114 00
Lamartine,.....	.....	9	16	34 70	18 56	.....	.....	.....	.....	50
Marshfield,.....	.....	3	8	.....	30 00	.....	.....	.....	13	13 00
Metomen,.....	1	12	18	\$35 00	25 00	.....	.....	.....	.....	.....

Oakfield.....	.....	.....	8	15	40 00	28 00	.....	58	20 00	197	164 00
Oceola.....	.....	.....	8	13	40 00	20 00	.....	.....	.....	.....	.....
Ripon.....	.....	.....	8	15	32 00	21 25	.....	.....	.....	.....	.....
Ripon city.....	.....	2	9	10	61 75	23 75	.....	.....	.....	.....	.....
Rosendale.....	.....	1	9	16	34 70	18 56	.....	56	.....	161	90 00
Springvale.....	.....	.....	9	18	40 00	20 00	.....	.....	.....	.....	.....
Taycheedah.....	.....	2	8	11	40 00	20 00	.....	.....	.....	82	50 00
Waupun.....	.....	6	6	16	31 66	19 70	.....	.....	.....	38	40 00
Waupun village.....	.....	1	5	7	60 00	25 25	.....	.....	.....	.....	.....
Totals.....	5	17	210	344	\$39 96	\$22 11	261	117	\$33 00	1,485	\$1,032 48

GRANT COUNTY.

Beetown.....	.....	.....	8	12	\$37 09	\$19 65	8	.....	.....	38	\$5 00
Blue River.....	.....	.....	5	5	36 00	25 00	5	.....	.....	.....	.....
Boscobel.....	.....	1	4	6	75 00	32 00	8	.....	.....	.....	.....
Cassville.....	.....	1	6	8	40 17	19 00	7	.....	.....	18	7 50
Clifton.....	.....	.....	9	9	.....	25 00	4	.....	.....	.....	.....
Ellenboro.....	.....	.....	6	9	80 00	22 25	5	.....	.....	2	2 00
Fennimore.....	.....	.....	13	20	32 25	24 18	17	.....	.....	.....	.....
Glen Haven.....	.....	.....	6	12	34 00	25 00	6	.....	.....	29	50 00
Harrison.....	.....	.....	9	12	.....	23 12	2	.....	.....	.....	.....
Hazel Green.....	.....	1	9	14	43 00	26 00	6	.....	15 00	337	509 00
Hickory Grove.....	.....	.....	7	10	.....	27 00	8	.....	.....	.....	.....
Jamestown.....	.....	.....	7	9	40 00	28 75	.....	.....	.....	.....	.....
Lancaster.....	.....	1	13	19	32 00	23 27	24	.....	.....	.....	.....
Liberty.....	.....	.....	6	8	.....	19 84	7	.....	.....	.....	.....
Lima.....	.....	.....	8	14	34 50	24 42	4	.....	.....	30	15 00
Little Grant.....	.....	.....	6	11	38 00	24 17	6	.....	.....	.....	.....
Marion.....	.....	.....	4	6	28 00	24 00	4	.....	.....	.....	.....
Millville.....	.....	.....	3	2	.....	18 00	.....	.....	.....	.....	.....
Mc. Hope.....	.....	.....	7	14	40 00	20 75	.....	.....	.....	.....	.....
Muscoda.....	.....	1	6	9	45 00	31 80	6	.....	.....	.....	.....
Paris.....	.....	.....	6	9	50 00	26 00	.....	.....	.....	.....	.....
Patch Grove.....	.....	.....	5	10	28 50	23 69	1	.....	.....	.....	.....

GREEN COUNTY.

	5	5	219	327	\$39 37	\$24 42	160	21	\$15 00	474	\$588 50
Platteville.....		3	15	23	42 66	27 30	11				
Potosi.....	1		10	13	44 25	22 86					
Smelser.....	1		8	14	36 80	27 50	1				
Tafton.....			5	9	30 00	27 40	6				
Watertown.....			4	8	35 00	25 75	3				
Waterloo.....			5	6		24 50	6				
Wingville.....	1		8	11	55 00	26 93	2				
Woodman.....			5	6		22 00					
Wyandling.....			6	10		20 50	3				
Totals.....	5	5	219	327	\$39 37	\$24 42	160	21	\$15 00	474	\$588 50

	3	3	140	233	\$31 58	\$20 31	113			487	\$251 50
Adams.....			7	8	\$30 00	\$17 20	3			50	\$15 00
Albany.....	1		9	19	30 25	18 22	8			30	23 50
Brooklyn.....			10	19		21 15	9			55	60 00
Cadiz.....			10	18	27 73	20 63	7			18	5 00
Clarno.....			10	12	32 00	16 10	10				
Decatur.....		1	12	19	38 88	19 86	8				
Exeter.....			6	11	31 50	23 33	6				
Jefferson.....			10	18	32 44	19 11	10				
Jordan.....			7	12	30 00	20 41	7			24	5 00
Monroe.....	1	2	19	28	38 33	22 13	9				
Mt. Pleasant.....	1		9	18		20 46	8			35	10 00
New Glarus.....			4	6	38 00	21 40	2			181	85 00
Spring Grove.....			8	14	31 24	17 06	8				
Sylvester.....			8	14	31 74	22 82	8			25	8 00
Washington.....			7	10	30 00	23 66	6			68	40 00
York.....			4	7	35 00	22 07	4				
Totals.....	3	3	140	233	\$31 58	\$20 31	113			487	\$251 50

GREEN LAKE COUNTY.

Berlin,.....	7	16	41 00	\$22 75	7	.....	.....	.....	75	100 00
Berlin City,.....	4	18	03 00	23 66	.....	.....	.....	.....	220	174 40
Brooklyn,.....	1	12	40 00	19 75	8	.....	.....	.....	.....	.....
Dayton,.....	6	12	36 25	19 50	6	.....	.....	.....	.....	.....
Green Lake,.....	8	16	29 33	20 75	8	.....	.....	.....	122	50 00
Kingston,.....	4	7	26 25	17 75	4	.....	.....	.....	65	67 00
Kingston Village,.....	1	7	50 00	19 50	3	.....	.....	.....	28	39 00
Mackford,.....	6	11	37 33	23 33	6	2	\$10 00	.....	110	143 00
Manchester,.....	7	13	35 00	15 50	7	.....	.....	.....	49	65 00
Markesan Village,.....	1	2	35 00	27 50	2	.....	.....	.....	.....	.....
Marquette,.....	3	5	28 33	21 50	3	.....	.....	.....	.....	.....
Princeton,.....	6	9	26 50	17 00	6	.....	.....	.....	63	71 00
Princeton Village,.....	1	4	45 00	19 00	2	.....	.....	.....	.....	.....
St. Marie,.....	2	4	.....	17 00	5	.....	.....	.....	.....	.....
Seneca,.....	5	7	.....	17 00	4	.....	.....	.....	.....	.....
.....	4	8	28 00	.....	.....	.....	.....	.....	.....	.....
Totals,.....	9	142	\$37 14	\$20 08	71	2	\$10 00	.....	724	\$687 40

IOWA COUNTY.

Arena,.....	12	20	\$34 00	22 18	9	.....	.....	.....	.....	.....
Clyde,.....	4	8	.....	18 00	4	.....	.....	.....	.....	.....
Dodgeville,.....	21	33	44 00	25 75	14	.....	.....	.....	55	8 00
Highland,.....	14	20	44 00	24 12	12	.....	.....	.....	.....	.....
Linden,.....	11	18	36 67	23 14	7	.....	.....	.....	.....	.....
Mellin,.....	10	16	36 62	22 00	7	.....	.....	.....	4	11 00
Mineral Point,.....	12	12	43 00	26 80	7	.....	.....	.....	.....	.....
Mineral Point City,.....	1	9	65 00	30 00	.....	.....	.....	.....	.....	.....
Moscow,.....	6	8	29 00	25 20	2	1	1 25	.....	200	200 00
Pulaski,.....	8	13	27 50	28 42	5	.....	.....	.....	4	7 75
Ridgeway,.....	1	26	30 14	23 73	6	.....	.....	.....	.....	.....
Waldwick,.....	7	8	42 50	25 66	3	.....	.....	.....	141	109 00
Wyoming,.....	7	13	.....	24 28	6	.....	.....	.....	.....	.....
Totals,.....	1	204	\$39 31	\$24 63	82	1	1 25	.....	394	\$35 75

JACKSON COUNTY.

Alma.....	1	22	\$54 60	\$20 6	11	22	\$10 00
Albion.....	2	12	60 00	27 8	3	22	\$10 00
Hixton.....	1	9	37 00	25 4	2		
Irving.....	1	11	30 25	23 16	2		
Manchester.....	1	6	.....	21 40	1		
Melrose.....	1	10	.....	23 60	4		
Northfield.....	1	2	.....	39 00			
Totals.....	8	73	\$40 46	\$25 79	23	22	\$10 00

JEFFERSON COUNTY.

Aztalan.....	6	11	.....	\$17 75	5	34	\$18 00
Cold Spring.....	6	9	\$22 50	16 25	4		
Concord.....	10	19	38 50	24 25	10		
Farmington.....	10	18	30 80	23 04	10		
Hebron.....	8	15	38 20	19 00	5	53	30 50
Ixonia.....	9	13	35 00	21 02	9	197	222 00
Jefferson.....	16	28	39 90	23 00	15	107	130 00
Koshkonong.....	1	20	39 30	19 85	6	56	50 00
Lake Mills.....	6	12	24 00	19 28	6	17	10 05
Milford.....	8	13	34 00	19 00	8	12	8 50
Oakland.....	5	11	30 00	17 80	5		
Palmyra.....	9	16	41 66	18 43	6	80	26 00
Sullivan.....	9	16	33 55	19 15	8	4	17 00
Sumner.....	3	6	38 66	21 00	3	100	10 00
Tyrone village.....	1	4	60 00	26 00	1		
Watertown.....	7	12	.....	20 66	7		
Waterloo village.....	1	2	.....	20 00	1		
Watertown.....	11	15	31 00	20 95	10	216	83 00
Watertown city.....	16	18	100 00	25 00	5		
Totals.....	4	258	\$39 78	\$20 60	124	846	\$605 05

JUNEAU COUNTY

Armenia,.....	.....	.....	8	4	.....	\$18 33	8	.....	85	\$25 00
Clearfield,.....	.....	.....	2	3	.....	16 00	2	.....	.....	.....
Fountain,.....	.....	.....	3	6	.....	19 00	3	.....	.....	.....
German town,.....	.....	.....	6	10	\$42 60	19 42	6	.....	.....	.....
Kildare,.....	.....	.....	6	6	42 60	19 20	6	.....	.....	.....
Lemon weir,.....	.....	.....	8	14	28 00	19 00	8	.....	.....	.....
Lindina,.....	.....	.....	7	13	36 60	22 80	6	.....	.....	.....
Lyndon,.....	.....	.....	7	7	.....	18 25	4	.....	.....	.....
Lisbon,.....	.....	1	7	13	59 00	21 20	5	.....	.....	.....
Marion,.....	.....	.....	3	6	25 60	16 33	3	.....	.....	.....
Mauston,.....	.....	1	3	8	80 00	22 50	3	.....	.....	.....
Necedah,.....	.....	1	3	4	80 00	25 00	2	.....	.....	.....
Orange,.....	.....	.....	2	2	.....	26 00	2	.....	.....	.....
Plymouth,.....	.....	.....	7	13	33 67	20 85	5	.....	.....	.....
Summit,.....	.....	.....	5	11	.....	24 00	4	.....	.....	.....
Seven Mile Creek,.....	.....	.....	8	14	20 00	18 00	6	.....	.....	.....
Wonevot,.....	.....	.....	4	10	38 25	25 00	4	.....	.....	.....
Totals,.....	1	2	84	144	\$44 18	\$30 52	72	.....	85	\$25 00

14 sup.

KENOSHA COUNTY.

Brighton,.....	.....	.....	9	14	\$28 00	\$24 38	16	.....	146	\$64 00
Bristol,.....	.....	.....	9	14	40 28	22 52	16	.....	18	.....
Kenosha City,.....	.....	.....	14	16	73 33	28 19	.....	.....	.....	.....
Paris,.....	.....	.....	10	16	80 87	21 60	17	.....	59	33 50
Pleasant Prairie,.....	.....	.....	12	21	34 60	22 13	23	.....	109	65 00
Randall,.....	.....	.....	3	4	42 00	24 55	6	.....	.....	.....
Salem,.....	.....	.....	10	17	38 91	23 27	20	.....	38	3 10
Somers,.....	1	.....	8	13	40 66	28 14	16	.....	520	375 00
Wheatland,.....	.....	.....	6	9	33 00	27 38	10	.....	.....	.....
Totals,.....	1	.....	81	124	\$39 83	\$34 60	124	14	\$32 25	608 60

KEWAUNEE COUNTY.

Abnpee.....	1	7	7	\$37 50	\$22 22	5	.....	1	\$8 00
Carlton.....	.....	6	9	34 50	25 80	5	.....	40	.....
Casco.....	.....	6	7	22 50	20 67	4	.....	.....	.....
Coryville.....	.....	3	3	.....	20 00	3	.....	.....	.....
Franklin.....	.....	5	5	33 34	20 00	4	.....	.....	.....
Kewaunee.....	1	3	5	40 00	25 00	3	.....	.....	.....
Lincoln.....	.....	.....	2	24 00	18 00	.....	.....	.....	.....
Montpelier.....	.....	4	5	28 50	20 00	4	.....	.....	20 00
Pierce.....	.....	3	3	.....	20 67	3	.....	.....	.....
Red River.....	.....	3	3	28 33	23 00	1	.....	.....	.....
Totals.....	2	40	49	\$32 09	\$21 82	32	.....	41	\$23 00

LA CROSSE COUNTY.

Bangor.....	.....	7	11	\$40 00	\$22 39	6	.....	.....	.....
Barre.....	.....	7	14	41 00	26 76	7	.....	.....	.....
Burns.....	.....	8	16	40 00	21 66	8	.....	30	\$80 00
Campbell.....	.....	5	5	39 16	26 00	4	.....	.....	.....
Farmington.....	.....	7	14	38 50	23 00	7	.....	.....	.....
Greenfield.....	.....	6	9	37 50	21 00	6	.....	.....	.....
Holland.....	.....	4	8	30 50	19 00	4	.....	78	50 00
Jackson.....	.....	7	11	32 50	26 00	4	.....	.....	.....
La Crosse.....	2	10	12	67 00	30 00	2	.....	.....	.....
Neshonoc.....	.....	4	9	30 00	29 00	4	.....	.....	.....
Onalaska.....	1	8	15	32 50	26 77	7	.....	70	100 00
Washington.....	.....	3	4	.....	25 00	3	.....	.....	.....
Totals.....	1	76	128	\$39 00	\$24 74	62	.....	173	\$180 00

Newton.....	6	6	\$36 75	.....	6	.....	31	51 00
Rockland.....	2	2	45 00	.....	1	.....	.....	.....
Schleswig.....	8	8	34 00	23 00	6	.....	20	12 00
Two Creeks.....	2	3	35 00	16 50	1	.....	.....	.....
Two Rivers.....	1	11	45 00	23 42	5	.....	149	100 00
Totals.....	4	3	119	151	84	5 00	584	631 00

MARATHON COUNTY.

Berlin.....	1	8	\$30 14	\$30 00	8	.....	.....	.....
Jenny.....	.....	2	.....	35 00	3	.....	.....	.....
Knowlton.....	1	1	.....	32 00	1	.....	1	8 00
Marathon.....	1	4	33 33	32 00	4	.....	77	154 19
Mosinee.....	.....	5	37 00	30 00	3	.....	.....	.....
Stettin.....	.....	3	34 00	.....	3	62	88 75	44 78
Texas.....	.....	3	.....	28 00	2	.....	.....	.....
Wausau.....	1	2	80 00	40 00	1	.....	1	.....
Wausau village.....	1	6	29 00	28 00	5	.....	.....	.....
Weston.....	.....	3	.....	26 00	1	.....	.....	.....
Totals.....	5	37	44	81 22	29	62	169	201 97

MARQUETTE COUNTY.

Buffalo.....	7	13	\$28 00	\$19 10	7	.....	44	\$25 00
Chrystal Lake.....	4	6	24 00	15 50	3	.....	.....	.....
Douglas.....	5	10	25 00	22 50	4	.....	97	48 00
Harris.....	3	5	32 50	20 75	3	.....	4	25 00
Montello.....	1	5	25 00	22 00	6	.....	.....	.....
Mecan.....	3	3	30 00	.....	.....	.....	.....	.....
Moundville.....	3	8	.....	18 50	8	.....	96	45 00
Meshkoro.....	2	3	.....	20 50	3	.....	.....	.....
Newton.....	8	15	\$21 50	16 77	8	.....	.....	.....

Oxford.....	1	.....	4	6	30 00	16 18	4	.....	.....	.....
Packwaukee.....	.....	.....	6	7	25 00	16 50	3	.....	.....	.....
Shields.....	.....	.....	5	8	24 00	18 00	4	.....	.....	.....
Springfield.....	.....	.....	8	5	.....	20 00	2	.....	118	72 00
Westfield.....	1	.....	5	7	25 00	25 00	4	.....	1	4 00
Totals.....	3	.....	63	103	\$28 36	\$19 32	53	.....	358	\$219 00

MILWAUKEE COUNTY—1st District.

Franklin.....	.....	.....	7	12	\$35 00	\$22 64	7	23	6 58	455	288 00
Greenfield.....	.....	.....	12	18	34 00	20 00	12	.....	.....	45	27 00
Lake.....	.....	.....	6	10	40 00	26 25	6	.....	.....	248	79 70
Oak Creek.....	1	.....	11	17	35 00	21 51	10	.....	.....	276	299 00
Wauwatosa.....	1	.....	13	18	42 00	26 00	12	.....	.....	56	20 00
Totals.....	2	.....	49	75	\$37 20	\$23 28	47	23	6 58	1,080	713 70

MILWAUKEE COUNTY—2nd District.

Granville.....	.....	.....	10	18	87 33	22 20	12	.....	.....	21	330 00
Milwaukee.....	.....	.....	9	11	35 86	26 67	9	10	10 00	99	110 00
Milwaukee City.....	.....	9	86	91	65 53	28 91	.....	.....	.....	.....	.....
Totals.....	.....	9	105	120	46 24	25 92	21	10	10 00	120	460 00

MONROE COUNTY.

Adrian.....	.....	.....	2	6	33 00	20 00	4	.....	.....	.....	.....
Angelo.....	.....	.....	4	4	33 59	15 11	4	.....	.....	.....	.....
Clifton.....	.....	.....	3	5	1 00	12 66	3	.....	.....	.....	.....
Eaton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Glendale.....	.....	.....	5	5	35 66	19 00	4	.....	.....	.....	.....

Greenfield.....	5	8	38 33	19 00	5
Jefferson.....	7	6	22 50	15 20	6
La Fayette.....	8	8	20 22	20 22	2
Leon.....	9	17	31 00	18 23	14
Lincoln.....	.....	14	.....	14 37	5
Little Falls.....	4	4	.....	21 75	3
Oakdale.....	4	5	.....	14 50	3
Portland.....	7	8	26 83	20 83	7
Ridgeville.....	6	11	38 00	20 75	6
Sheldon.....	5	9	30 40	16 85	3
Sparta.....	15	22	65 00	28 39	10
Tonah.....	13	22	40 00	16 52	11
Wellington.....	6	7	.....	19 33	6
Wilton.....	6	10	31 22	20 00	6
Totals.....	101	171	\$35 04	\$18 20	102

OCONTO COUNTY.

[illegible]

OUTAGAMIE COUNTY.

Appleton City.....	2	1	8	.....	\$45 00	.....	.....	.....
Black Creek.....	.....	.....	2	8	.....	1	.....	.....
Bovine.....	.....	.....	6	8	.....	4	.....	.....
Buchanan.....	.....	.....	8	5	.....	1	.....	.....
Buchanan.....	.....	.....	8	5	.....	1	.....	.....

Center,.....	5	9	42 00	23 26	4	.....	.....	.....
Dale,.....	8	18	32 40	19 81	8	.....	.....	.....
Ellington,.....	7	13	34 00	21 00	7	.....	.....	49 815 00
Freedom,.....	6	6	.....	23 44	5	.....	.....	.....
Grand Chute,.....	7	13	40 00	23 93	7	.....	.....	28 10 00
Greenville,.....	10	21	32 50	20 86	10	.....	.....	55 58 00
Hortonia,.....	6	10	41 67	19 83	4	.....	.....	.....
Kaukauna,.....	6	9	30 00	19 18	1	4 00	85	170 00
Liberty,.....	3	4	20 00	22 50	2	.....	.....	.....
Maple Creek,.....	2	8	45 00	28 50	1	.....	72	20 00
O. born,.....	3	3	00 00	25 38	2	.....	.....	.....
Totals,.....	3	82	36 59	22 02	62	1	4 00	290 8278 00

OZAUKEE COUNTY.

Belgium,.....	1	9	29 00	24 00	8	1	2 00	100 163 00
Cedarburg,.....	1	13	40 00	19 80	8	.....	.....	78 50
Fredonia,.....	10	12	30 75	18 50	9	.....	.....	.....
Grafton,.....	7	7	30 00	22 00	5	.....	.....	46 25
Mequon,.....	13	15	32 84	25 00	18	22	87 95	1087 1275 00
Port Washington,.....	1	15	39 20	31 66	5	23	30 00	26 47 00
Saukville,.....	1	8	36 00	20 00	7	.....	.....	20 15 00
Totals,.....	3	67	33 97	22 95	55	45	69 95	1337 1505 00

PEPIN COUNTY.

Albany,.....	3	4	.....	15 75	3	.....	.....	.....
Durand,.....	4	7	37 50	26 00	4	.....	.....	.....
Frankfort,.....	2	2	.....	22 50	.....	.....	.....	.....
Lima,.....	4	7	.....	21 00	4	.....	.....	.....
Pepin,.....	5	6	35 00	25 00	.....	.....	.....	.....
Stockholm,.....	2	3	28 00	21 00	.....	.....	.....	.....
Waterville,.....	4	8	.....	21 00	.....	.....	.....	.....
Waubeek,.....	3	5	.....	26 00	.....	.....	.....	.....
Total,.....	27	43	38 33	22 25	11	.....	.....	.....

PIERCE COUNTY.

Olliston,.....			4	8	\$40 00	\$25 75	4			3	8 00	5		12 00
Diamond Bluff,.....			1	2	40 00	22 00	1							
El Paso,.....			4	5		25 00	4							
Hartland,.....														
Isabelle,.....														
Martell,.....			5	7	43 00	24 00	5							
Oak Grove,.....			3	5	35 00	26 00	4							
Perry,.....			3	7		27 33	3							
Pleasant Valley,.....			4	6	48 00	25 50	4							
Prescott,.....			6	10	80 00	30 00	1							
River Falls,.....		1	9	14	54 00	27 46	7							
Salem,.....		1	2	3	40 00	21 50	3							
Trenton,.....			2	5	40 00	27 50	2							
Trimbelle,.....			5	9	40 00	27 12	5							
Union,.....			1	2		22 00	1							
Totals,.....	2		49	83	\$45 50	\$25 47	44			3	3 00	5		\$12 00

POLK COUNTY.

Alden,.....			20	4	\$40 00	\$28 10	3							
Farmington,.....			40	8	45 00	21 15	7							
Falls St. Croix,.....			5	10	40 00	26 75	7							
Lincoln,.....			31	6		19 38	3							
Oscola,.....			4	5	40 00	25 00	6							
Sterling,.....			3	3		20 00	3					3		22 00
Totals,.....			103	36	\$41 25	\$28 22	28					3		\$22 00

PORTAGE COUNTY.

Almond,.....			5	10	\$34 35	\$22 80	5							
Amherst,.....			7	9		23 23	6							

Belmont.....	6	8	25 00	19 60	6	.....	.....	.....	.....
Buena Vista.....	5	10	30 00	14 70	4	.....	.....	.....	.....
Eau Claire.....	2	3	.....	25 25	.....	.....	.....	.....	.....
Grant.....	3	3	26 60	26 00	3	1	25	.....	.....
Hull.....	2	4	49 00	26 68	2	.....	.....	.....	.....
Lanark.....	7	13	38 00	20 35	6	.....	.....	.....	.....
Linwood.....	4	5	.....	24 88	2	.....	.....	.....	.....
New Hope.....	4	4	26 00	25 33	6	.....	.....	.....	.....
Pine Grove.....	4	8	38 00	22 00	6	.....	.....	.....	.....
Plover.....	1	7	62 50	20 70	4	.....	.....	.....	.....
Sharon.....	8	10	.....	24 81	7	.....	.....	.....	.....
Stevens Point.....	2	3	.....	17 00	2	.....	.....	.....	.....
Stevens Point City.....	1	6	80 00	24 88	.....	.....	.....	293	300 00
Totals.....	2	79	\$40 46	\$22 18	60	1	\$1 25	293	\$300 00

RACINE COUNTY.

Burlington.....	1	8	\$40 66	\$24 00	.....	9	\$10 75	96	\$87 00
Caledonia.....	.....	15	33 12	22 07	.....	.....	.....	535	135 00
Dover.....	.....	8	29 50	24 10	.....	.....	.....	145	111 00
Mount Pleasant.....	.....	12	35 00	21 00	.....	.....	.....	50	23 50
Norway.....	.....	5	.....	23 00	.....	.....	.....	29	32 00
Racine City.....	1	25	150 00	30 00	.....	.....	.....	1,500	1,000 00
Raymond.....	.....	9	35 00	23 75	.....	12	9 30	278	93 00
Rochester.....	1	6	25 00	25 50	.....	37	27 00	87	27 00
Waterford.....	.....	8	27 50	24 00	.....	.....	.....	50	23 50
Yorkville.....	.....	9	50 00	23 00	.....	.....	.....	165	99 50
Totals.....	1	105	\$47 30	\$23 94	125	58	\$56 05	3,065	\$1,733 00

RICHLAND COUNTY.

Akan.....	.....	11	\$30 00	\$24 14	8	.....	.....	.....	.....
Bloom.....	.....	9	33 36	21 25	6	.....	.....	.....	.....

ROCK COUNTY—2d District.

Avon,.....	.....	.....	.....	14	\$38 00	\$19 50	12	.....	.....	9	26 00
Center,.....	1	.....	.....	10	85 66	23 15	10	.....	.....	24	5 00
Fulton,.....	1	.....	.....	19	88 83	20 63	18	.....	.....	.....	.....
Janesville,.....	.....	.....	.....	12	85 00	24 64	12	.....	.....	58	68 00
Janesville City,.....	.....	.....	.....	29	100 00	26 68	.....	.....	.....	47	50 00
Magnolia,.....	.....	.....	.....	11	83 83	20 20	10	.....	.....	.....	.....
Newark,.....	.....	.....	.....	16	82 50	18 44	15	10	10 00	141	57 00
Plymouth,.....	.....	.....	.....	11	85 00	25 66	13	.....	.....	.....	.....
Porter,.....	.....	.....	.....	16	86 97	19 77	12	.....	.....	.....	.....
Spring Valley,.....	.....	.....	.....	8	37 75	21 70	14	.....	.....	.....	.....
Union,.....	1	.....	.....	12	31 25	21 88	21	.....	.....	61	29 50
Totals,.....	8	.....	.....	175	40 80	\$21 93	137	15	10 00	840	235 50

ST. CROIX COUNTY.

Cylon,.....	.....	.....	.....	4	.....	\$29 33	8	.....	.....	.....	.....
Eau Galla,.....	.....	.....	.....	4	.....	26 00	1	.....	.....	.....	.....
Emerald,.....	.....	.....	.....	1	30 00	.....	1	.....	.....	.....	.....
Erie,.....	.....	.....	.....	7	.....	27 00	5	.....	.....	.....	.....
Hammond,.....	.....	.....	.....	11	35 00	28 26	5	.....	.....	.....	.....
Hudson City,.....	.....	.....	.....	9	50 00	60 00	.....	.....	.....	75	221 45
Hudson,.....	1	.....	.....	4	40 00	26 00	4	11	86 00	.....	.....
Kinnikinnic,.....	.....	.....	.....	10	.....	29 00	4	.....	.....	.....	.....
Pleasant Valley,.....	.....	.....	.....	4	50 00	26 70	2	.....	.....	.....	.....
Richmond,.....	.....	.....	.....	8	46 60	31 61	4	.....	.....	.....	.....
Rush River,.....	1	.....	.....	7	45 00	28 75	3	.....	.....	.....	.....
Somers,.....	.....	.....	.....	3	.....	27 00	3	.....	.....	.....	.....
Springfield,.....	.....	.....	.....	5	.....	28 00	2	.....	.....	.....	.....
St. Joseph,.....	No rep't.	.....	.....	2	42 00	.....	.....	.....	.....	.....	.....
Star Prairie,.....	.....	.....	.....	8	40	24 50	4	.....	.....	.....	.....
Troy,.....	.....	.....	.....	8	42 50	29 25	4	.....	.....	.....	.....
Warren,.....	.....	.....	.....	4	44 00	31 50	2	.....	.....	.....	.....
Totals,.....	1	1	.....	93	42 28	30 19	47	11	86 00	75	221 45

SAUK COUNTY.

Baraboo.....	1	1	11	22	\$50 00	\$22 06	7	.....	.....	40	10 00
Bear Creek.....	.....	.....	8	14	80 00	22 48	.....	.....	.....	10	5 00
Dellona.....	.....	.....	6	9	.....	20 68	6	.....	.....	.....	.....
Excelator.....	.....	.....	8	16	.....	20 56	8	.....	.....	.....	.....
Fairfield.....	.....	.....	6	12	.....	21 64	6	.....	.....	.....	.....
Franklin.....	.....	.....	6	8	30 00	24 91	2	.....	.....	10	9 00
Freedom.....	.....	.....	5	10	29 00	18 50	6	.....	.....	.....	.....
Greenfield.....	.....	.....	6	11	35 00	22 71	6	.....	.....	.....	.....
Honey Creek.....	.....	.....	9	16	25 25	28 00	3	10	\$33 25	124	235 00
Ironton.....	.....	.....	9	14	80 12	21 41	.....	.....	.....	.....	.....
Lavalle.....	1	.....	8	13	22 00	21 40	3	.....	.....	.....	.....
Merrimack.....	.....	.....	7	11	34 70	23 13	5	.....	.....	98	58 50
New Buffalo.....	.....	.....	6	11	.....	21 89	6	.....	.....	1	2 50
Prairie du Sac.....	1	1	9	14	56 60	28 63	4	.....	.....	364	363 00
Reedsburg.....	1	.....	9	16	43 60	22 60	7	.....	.....	.....	.....
Spring Green.....	1	.....	7	12	83 83	23 37	3	.....	.....	81	17 75
Sumpter.....	.....	.....	5	9	34 00	22 50	5	.....	.....	62	35 00
Troy.....	.....	.....	8	15	27 33	22 62	4	.....	.....	139	140 00
Washington.....	.....	.....	8	14	84 40	21 65	.....	.....	.....	.....	.....
Westfield.....	.....	.....	5	8	85 00	25 00	4	.....	.....	.....	.....
Winfield.....	.....	.....	5	12	.....	20 11	8	10	10 00	58	.....
Woodland.....	.....	.....	7	13	31 66	22 00	2	.....	.....	.....	.....
Totals.....	5	2	168	280	34 22	\$22 35	95	20	\$43 25	987	\$876 75

SHAWANO COUNTY.

Belle Plain.....	.....	.....	1	7	\$80 00	\$26 00	4	.....	.....	.....	.....
Hartland.....	.....	.....	1	1	.....	22 00	1	.....	.....	.....	.....
Pella.....	.....	.....	1	1	40 00	.....	.....	.....	.....	.....	\$12 00
Richmond.....	.....	.....	1	5	45 00	26 00	3	.....	.....	.....	.....
Shawano.....	.....	.....	1	2	.....	80 00	2	.....	.....	.....	.....
Waukechon.....	.....	.....	1	2	.....	18 60	2	.....	.....	.....	.....
Totals.....	.....	.....	6	18	\$33 33	\$24 60	12	.....	.....	.....	\$12 00

SUEBOYGAN COUNTY.

Greenbush.....	2	10	16	\$84 00	\$81 00	9	20	\$4 25	78	\$53 00
Herman.....		10	8	84 00	25 00	7			345	198 00
Holland.....		13	23	29 20	23 00	10				
Lima.....		13	17	35 00	19 80	9				
Lyndon.....		11	22	31 30	21 50	11				
Mitchell.....		8	16	39 00	25 00	7				
Mosel.....		3	3	36 00	22 00	3				
Plymouth.....	1	8	17	32 00	23 00	7			35	13 00
Rhine.....	1	9	10	30 00	25 00	7			15	10 00
Russell.....		3	4	33 25	16 25	3				
Scott.....		8	15	31 00	16 00	8				
Sheboygan.....		5	8	30 00	19 30	4	16	11 00	284	282 00
City.....		12	15	75 00	32 00	10	25	72 00	125	150 00
Sheboygan Falls.....		10	14	31 35	23 00	1			42	10 00
" Village.....		5	7	50 00	22 50	1				
Sherman.....		10	12	28 25	20 00	9			104	65 50
Wilson.....		6	7	33 33	23 00	5				
Totals.....	4	140	214	\$86 04	\$22 20	109	61	\$87 25	1,075	\$787 50

TREMPEALEAU COUNTY.

Arcadia.....		4	4	\$36 25	\$20 67	4			33	\$40 00
Burnside.....		2	4	33 34	25 00	2				
Caledonia.....		4	9		25 25	5			27	3 00
Ettrick.....		5	5		24 00	6				
Gale.....		9	12		25 31	8				
Hale.....		1	1		24 00	1				
Lincoln.....		3	5	32 00	26 00	3				
Preston.....		3	5	30 00	25 80	3				
Sumner.....		5	8		26 10	5				
Trempealeau.....	1	12	19	46 66	26 11	9			147	150 00
Totals.....	1	48	70	\$35 65	\$25 42	46			207	\$193 00

VERNON COUNTY.

Bergen.....	.....	.....	5	5	.....	18 66	2	.....	.....	.....	10	.....	.....
Christiana.....	.....	.....	6	7	29 50	31 56	2	.....	.....	.....	.....	.....	16 00
Clinton.....	.....	.....	5	7	26 00	22 12	4	.....	.....	.....	.....	.....	.....
Coon.....	.....	.....	2	2	28 00	.....	1	.....	11 00	.....	2	.....	12 00
Franklin.....	.....	.....	10	18	26 00	21 10	8	.....	.....	.....	.....	.....	.....
Forest.....	.....	.....	8	14	28 46	21 42	3	.....	.....	.....	.....	.....	.....
Genoa.....	.....	.....	4	4	20 00	23 00	2	.....	.....	.....	.....	.....	.....
Greenwood.....	.....	.....	5	10	28 00	20 83	2	.....	.....	.....	.....	.....	.....
Hamburg.....	.....	.....	5	7	29 50	21 33	3	.....	.....	.....	1	.....	6 00
Harmony.....	.....	.....	5	9	.....	21 40	4	.....	.....	.....	.....	.....	.....
Hillsborough.....	.....	.....	7	11	31 66	22 16	4	.....	.....	.....	.....	.....	.....
Jefferson.....	.....	.....	8	12	29 50	21 84	5	.....	.....	.....	.....	.....	.....
Kickapoo.....	.....	.....	7	12	27 00	21 69	6	.....	.....	.....	.....	.....	.....
Liberty.....	.....	.....	3	5	29 00	19 66	2	.....	.....	.....	.....	.....	.....
Stark.....	.....	.....	6	8	27 00	19 55	3	.....	.....	.....	.....	.....	.....
Sterling.....	.....	.....	7	12	33 00	22 55	6	.....	.....	.....	.....	.....	.....
Union.....	.....	.....	4	6	23 83	14 99	2	.....	.....	.....	.....	.....	.....
Viroqua.....	1	.....	10	14	28 19	24 68	7	.....	.....	.....	.....	.....	.....
Wheatland.....	.....	.....	6	8	28 00	22 25	2	.....	.....	.....	.....	.....	.....
Webster.....	.....	.....	4	3	32 55	17 00	2	.....	.....	.....	.....	.....	.....
Whitestown.....	.....	.....	4	6	37 50	20 26	2	.....	.....	.....	.....	.....	.....
Totals.....	1	.....	120	179	28 26	20 92	72	.....	11 00	.....	13	.....	33 00

WALWORTH COUNTY.

Bloomfield.....	1	.....	8	16	49 44	24 07	9	.....	.....	.....	.....	.....	.....
Darien.....	1	.....	10	19	44 00	25 77	12	.....	.....	.....	1	.....	4 00
Delavan.....	.....	1	12	17	41 66	18 73	10	.....	.....	.....	18	.....	11 50
East Troy.....	1	.....	9	16	41 57	22 00	11	.....	.....	.....	138	.....	50 00
Elkhorn.....	.....	1	4	5	70 00	24 00	12	.....	.....	.....	.....	.....	.....
Geneva.....	.....	1	12	20	42 00	18 93	13	.....	.....	.....	167	.....	110 00
La Grange.....	.....	.....	8	16	38 60	28 12	9	.....	.....	.....	82	.....	27 00
La Fayette.....	.....	.....	9	20	35 00	16 10	12	.....	.....	.....	.....	.....	.....

	5	4	162	270	42 55	21 78	175	20	10 00	1102	35	20
Linn.....	.....	.....	8	16	32 50	20 80	12	.....	.....	.....	290	151
Lyon.....	.....	.....	11	17	41 00	20 89	10	.....	20	.....	82	26
Richmond.....	.....	.....	8	15	36 66	21 93	8	.....	.....	.....	6	3
Sharon.....	1	.....	13	22	39 87	23 27	11	.....	.....	.....	.....	.....
Spring Prairie.....	1	.....	10	19	45 30	21 88	12	.....	.....	.....	.....	.....
Sugar Creek.....	.....	.....	6	9	50 00	25 23	8	.....	.....	.....	.....	.....
Troy.....	.....	.....	6	12	39 00	18 06	8	.....	.....	.....	83	63
Whitewater.....	.....	1	13	21	50 00	22 11	10	.....	.....	.....	280	210
Walworth.....	.....	.....	6	11	36 68	18 00	8	.....	.....	.....	10	8
Totals.....	5	4	162	270	42 55	21 78	175	20	10 00	1102	35	20

WASHINGTON COUNTY.

	8	7	5	9	33 00	22 00	10	.....	.....	13	15 00
Addison.....	.....	.....	8	7	41 33	20 20	6	.....	.....	128	147 00
Barton.....	1	.....	5	9	28 60	15 00	3	.....	.....	58	35 00
Erin.....	.....	.....	8	15	38 50	18 50	11	.....	.....	.....	.....
Farmington.....	.....	.....	10	11	32 50	21 50	5	.....	.....	128	57 00
German town.....	.....	.....	11	18	38 88	22 37	10	.....	.....	40	25 00
Hartford.....	2	.....	6	9	27 50	19 87	8	.....	.....	146	49 00
Jackson.....	.....	.....	6	10	26 00	20 70	6	.....	.....	.....	.....
Kewaskum.....	.....	.....	12	16	30 00	20 00	10	.....	.....	44	25 00
Polk.....	.....	.....	8	10	26 00	17 50	5	.....	.....	59	31 00
Richfield.....	.....	.....	9	9	37 00	18 50	6	.....	.....	59	19 00
Trenton.....	.....	.....	9	9	28 56	21 00	9	.....	.....	64	72 00
Wayne.....	.....	.....	7	8	40 50	21 50	8	.....	.....	30	8 00
West Bend.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	5	.....	106	139	33 41	21 88	97	.....	.....	764	483 00

WAUKESHA COUNTY.

	9	13	38 33	27 00	7	90	45 00
Brookfield.....	.....	.....	.....	.....	.....	.....	.....
Delafield.....	7	12	40 00	23 29	6	.....	.....
Eagle.....	1	13	71 00	25 20	5	.....	.....

Genesee.....	1	8	14	37 50	22 52	7	.....	.....	24	\$8 00
Lisbon.....	7	14	14	38 40	20 71	7	.....	.....	44	26 00
Menomonee.....	10	16	16	40 00	23 05	10	.....	.....	13	14 00
Merton.....	8	14	14	41 25	25 30	8	.....	.....	85	70 00
Mukwanago.....	1	8	15	49 00	24 00	7	.....	.....	.....	.....
Muskego.....	7	13	18	34 00	20 75	7	.....	.....	16	12 00
New Berlin.....	8	10	10	35 00	23 25	8	.....	.....	39	5 00
Oconomowoc.....	1	11	18	40 00	22 00	9	.....	.....	180	110 00
Ottawa.....	5	8	8	30 00	23 50	4	.....	.....	64	66 00
Pewaukee.....	1	10	18	34 25	23 11	9	.....	.....	38	21 00
Summit.....	6	12	12	39 66	22 94	6	.....	.....	85	43 00
Vernon.....	7	13	18	31 00	21 75	7	.....	.....	54	16 00
Waukecha.....	1	16	23	88 88	23 00	10	.....	.....	12	16 00
Total.....	4	133	226	\$43 02	\$28 15	117	.....	.....	688	\$452 00

WAUPACA COUNTY.

Bear Creek.....	3	3	8	.....	\$25 00	.....	.....	.....	.....	.....
Caledonia.....	6	8	8	\$32 66	20 10	.....	.....	.....	.....	.....
Dayton.....	7	12	12	32 00	25 00	.....	.....	.....	.....	.....
Dupont.....	1	1	1	.....	27 00	.....	.....	.....	.....	.....
Farmington.....	7	11	11	26 00	19 57	.....	.....	.....	.....	.....
Helvetia.....	2	2	2	24 00	18 00	.....	.....	.....	.....	.....
Iola.....	5	7	7	35 00	24 16	.....	8	\$12 00	39	\$32 00
Larrabee.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lebanon.....	5	7	7	30 00	26 00	.....	.....	.....	.....	.....
Lind.....	9	14	14	38 00	23 84	.....	.....	.....	.....	.....
Little Wolf.....	7	12	12	19 00	20 80	.....	.....	.....	.....	.....
Matteson.....	2	2	2	25 00	29 00	.....	.....	.....	.....	.....
Mukwa.....	3	7	14	50 00	27 40	.....	.....	.....	.....	.....
Royalton.....	5	10	10	40 50	23 96	.....	.....	.....	.....	.....
Scandinavia.....	7	7	7	.....	21 00	.....	.....	.....	.....	.....
St. Lawrence.....	4	6	6	35 00	24 00	.....	.....	.....	.....	.....
Union.....	3	4	4	.....	17 00	.....	.....	.....	.....	.....

Waupaca.....	1	8	13	45 00	25 50				
Weyauwega.....	2	10	12	42 50	24 00				
Totals.....	5	1	98	33 89	24 23	8	12 00	39	32 00

15 SWA

WAUSHARA COUNTY.

Aurora.....	1	9	14	\$30 60	\$18 50	7			
Bloomfield.....		6	10	32 60	22 67	5			
Coloma.....		3	5		18 66	2			
Dakota.....		3	4	22 50	17 00	1			
Deerfield.....		2	3		14 25	2			
Hancock.....		4	8		17 58	4			
Leon.....	1	9	19	33 50	18 50	9			
Marion.....		6	11	23 50	16 35	6			
Mt. Morris.....		5	9	20 00	11 50	5			
Oasis.....		4	6	30 00	19 00	4			
Plainfield.....		8	14		21 70	8			
Poyssippi.....		4	5	48 50	19 00	4			
Richford.....		6	11	31 00	16 75	3			
Rose.....		2	3		20 78	2			
Saxville.....		6	10	37 50	20 60	6			
Springwater.....		4	8	27 50	18 25	4			
Warren.....		5	10	31 66	18 00	5			
Wautoma.....	1	6	7	41 00	22 25	2			
Totals.....	3	92	157	\$31 53	\$18 36	79			

WINNEBAGO COUNTY.

Algoma.....		4	7		\$29 37	4			30 49
Black Wolf.....		5	11	\$41 25	22 50	5		60	
Clayton.....		8	16	36 50	21 61	8		103	85 00
Menasha.....	1	11	14	66 66	22 37	9			

Nepeskin..	.....	6	12	\$28 00	\$24 79	5	.....	.....	.....	.....	.....	.....	.....
Nekimi..	.....	7	12	33 00	24 58	5	.....	.....	.....	.....	.....	.....	.....
Neenah..	.....	11	15	41 55	21 57	5	21	6 00	76	108 00	.....	.....	.....
Oshkosh..	.....	5	9	38 38	18 00	5	.....	.....	.....	.....	.....	.....	.....
Oshkosh city.	.....	19	22	133 33	31 94	.....	.....	.....	.....	.....	.....	.....	.....
Omro..	.....	14	22	45 11	21 60	9	2	10 00	21	35 00	.....	.....	.....
Poygan..	.....	6	9	.....	21 75	5	.....	.....	.....	.....	.....	.....	.....
Rushford..	.....	11	20	.....	24 00	9	.....	.....	.....	.....	.....	.....	.....
Utica..	.....	7	18	40 16	23 14	5	.....	.....	.....	.....	.....	.....	.....
Vinland..	.....	7	14	30 66	19 62	5	.....	.....	.....	.....	.....	.....	.....
Winneconne..	.....	5	9	42 50	20 00	5	.....	.....	.....	.....	.....	.....	.....
Wolf River..	.....	5	6	22 40	23 00	5	.....	.....	.....	.....	.....	.....	.....
Winchester..	.....	5	8	26 00	24 00	4	.....	.....	.....	.....	.....	.....	.....
Totals.....	3	137	219	\$44 75	\$23 11	95	28	16 00	260	256 49	.....	.....	.....

WOOD COUNTY.

Centralia..	.....	1	.....	.....	\$29 83	3	.....	.....	.....	.....	.....	.....	.....
Dexter..	.....	.....	3	6	\$50 00	1	.....	.....	.....	.....	.....	.....	.....
Grand Rapids..	.....	.....	2	2	.....	4	.....	.....	.....	.....	.....	.....	.....
Rudolph..	.....	.....	6	6	61 50	25 83	.....	.....	.....	.....	.....	.....	.....
Saratoga..	.....	.....	2	4	.....	27 50	.....	.....	.....	.....	.....	.....	.....
Sigel..	.....	.....	2	4	.....	24 50	.....	.....	.....	.....	.....	.....	.....
Seneca..	.....	.....	4	5	.....	26 75	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	3	3	44 50	26 00	1	.....	.....	.....	.....	.....	.....
Totals.....	1	22	30	30	\$52 00	\$26 91	16	.....	.....	.....	.....	.....	.....

TABLE No. 4.

ADAMS COUNTY.

TOWNS.	SCHOOL HOUSES, SITES, ETC.										PRIVATE SCHOOLS.						
	No. of Pupils School Houses will accommodate.	No. of Sites containing less than an acre.	No. of sites well inclosed.	No. of School Houses built of stone or brick.	No. of School Houses with out houses in good condition	No. of School Houses furnished with blackboard.	No. of School Houses furnished with outline maps.	No. of Joint Districts with School Houses in the town.	Highest valuation of School House and site.	Cash value of School Houses in the town.	Cash value of sites.	Cash value of apparatus.	No. such Schools in the town.	No. of Teachers engaged in such Schools.	Average No. of days such Schools have been taught.	No. of pupils registered who have not attended District School during the year.	Average No. in daily attendance.
Adams.....	6	185	6	.....	.....	6	.....	.....	\$250 00	.....	\$80 00	.....	2	2	41	8	12
Big Flats.....	1	37	1	.....	.....	1	.....	.....	55 00	.....	.....	.....	.....	.....	.....	.....	.....
Dell Prairie.....	4	191	4	1	1	4	.....	2	420 00	\$1,100 00	35 50	\$2 00	.....	.....	.....	.....	.....
Easton.....	3	.....	5	.....	1	3	.....	.....	40 00	50 00	30 00	.....	.....	.....	.....	.....	.....
Jackson.....	5	50	2	.....	.....	5	.....	1	380 00	250 00	35 00	15 00	.....	.....	.....	.....	.....
Lincoln.....	5	195	4	.....	.....	5	.....	1	250 00	700 00	11 00	6 00	.....	.....	.....	.....	.....
Leola.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monroe.....	3	120	3	.....	2	2	.....	.....	362 00	350 00	12 00	.....	.....	.....	.....	.....	.....
New Haven.....	5	234	6	1	1	5	.....	1	525 00	1,480 00	64 00	25 00	.....	.....	.....	.....	.....
New Chester.....	5	148	5	.....	.....	5	.....	3	210 00	610 00	21 00	.....	.....	.....	.....	.....	.....
Preston.....	4	160	4	.....	2	4	.....	2	660 00	600 00	10 00	.....	1	2	50	5	18
Quincy.....	3	115	2	.....	8	3	.....	1	170 00	400 00	30 00	45 00	.....	.....	.....	.....	.....
Richfield.....	3	149	3	.....	1	3	.....	2	255 00	350 00	20 00	16 00	.....	.....	.....	.....	.....
Rome.....	3	85	2	.....	.....	3	.....	.....	.....	350 00	50 00	30 00	.....	.....	.....	.....	.....
Springville.....	4	100	4	.....	.....	4	.....	2	200 00	300 00	100 00	.....	.....	.....	.....	.....	.....
Strong's Prairie.....	5	200	4	.....	2	5	.....	1	515 00	830 00	23 75	80 80	.....	.....	.....	.....	.....
White Creek.....	1	50	1	.....	.....	1	.....	.....	150 00	125 00	25 00	.....	.....	.....	.....	.....	.....
Totals.....	60	2,002	53	7	14	59	1	16	660 00	7,495 00	497 25	219 80	8	4	91	18	80

BUFFALO COUNTY.

Alma,.....	3	180	3	.....	8	1	1	\$250	\$600	\$100	.....	.....
Belvidere,.....	3	130	.....	2	8	3	.....	300	600	25	90 00	.....
Buffalo,.....	3	231	8	1	8	1	.....	.....	2025	190	80 00	.....
Buffalo City,.....	1	63	.....	.....	.....	.....	.....	690	.....	.....	.....	.....
Cross,.....	4	166	.....	1	4	1	.....	400	800	114	6 75	.....
Eagle Mills,.....	2	70	.....	.....	2	.....	.....	250	325	20	.....	.....
Glinanton,.....	4	186	4	.....	8	.....	.....	720	840	45	.....	.....
Glencoe,.....	4	150	2	.....	2	1	.....	160	600	40	.....	.....
Maxville,.....	5	250	3	.....	1	5	.....	300	750	60	5 00	.....
Modena,.....	2	90	.....	.....	1	.....	.....	145	125	20	.....	.....
Naples,.....	7	361	5	.....	2	1	.....	320	1220	90	49 50	.....
Nelson,.....	3	96	3	.....	2	1	.....	150	400	20	.....	.....
Waumandee,.....	6	350	5	1	6	.....	.....	200	1600	100	.....	.....
Totals,.....	47	2225	28	5	8	41	5	\$720	9885	824	231 25

BURNETT COUNTY.

Grantsburg,.....	2	800	\$385 00	\$750 00	\$20 00
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CALUMET COUNTY.

Brillion,.....	4	157	2	2	3	1	\$540	\$1150	\$88
Brothertown,.....	9	580	8	1	8	425	1505	220	550 00
Charlestown,.....	8	480	7	4	4	7	2	410	1100	100	62 00	.....
Chilton,.....	8	502	6	1	6	7	.....	335	1440	114	21 00	.....
Harrison,.....	11	540	11	5	6	8	4	536	1630	421	348 00	.....
New Holstein,.....	4	210	4	4	4	4	8	480	1580	60	40 00	1
Rantoul,.....	4	215	4	.....	.....	2	1	150	280	25	10 00	.....
Stockbridge,.....	7	515	6	.....	1	7	1	1025	1345	135	47 00	.....
Woodville,.....	5	190	5	3	3	4	.....	375	750	105	100 00	.....
Totals,.....	60	3399	53	18	28	50	12	1025	10750	1268	1178 00	1

CHIPPewa COUNTY.

Anson.....	7	200	2	1	4	1	\$300 00	\$700 00	\$25 00	10	1	45	12	9
Bloomer.....	1	175	1	1	1	1	2,000 00	1,000 00	1,000 00	75	.....	.....	.....	.....
Chippewa Falls.....	6	186	6	.....	4	.....	350 00	770 00	95 00	45	.....	.....	.....	.....
Eagle Point.....	3	106	3	1	3	.....	175 00	350 00	20 00	26	.....	.....	.....	.....
La Fayette.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sigel.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wheaton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	17	667	12	1	1	12	\$2,825 00	\$2,820 00	\$1,040 00	156	1	45	12	9

CLARK COUNTY.

Pine Valley.....	3	130	3	.....	3	1	\$300	\$540	.....	\$104 00	.....	.....	.....	.....
Weston.....	3	100	3	.....	1	2	1	400	350	50 00	.....	.....	.....	.....
Lewis.....	2	70	2	.....	2	.....	325	325	.....	25 00	1	40	.....	11
Lynn.....	3	75	3	.....	3	.....	100	250	.....	.....	.....	.....	.....	.....
Loyal.....	1	20	1	.....	1	.....	50	50	.....	50	.....	.....	.....	.....
Totals.....	12	395	11	.....	1	11	2	\$400	\$1,515	\$50	1	40	.....	11

COLUMBIA COUNTY.

Arlington.....	5	300	3	.....	2	5	2	\$500	\$2,400	\$64 00	\$25 00	.....	.....	.....
Caledonia.....	7	370	7	1	5	7	3	400	1,925	32 50	69 50	.....	.....	.....
Courtland.....	6	550	6	3	4	6	1	1,700	2,900	400 00	150 00	2	240	32 29
Columbus.....	10	811	8	4	1	6	2	8,000	10,000	2,240 00	127 00	1	160	20 20
Fort Winnebago.....	7	370	6	1	1	7	1	700	2,535	100 00	150 00	.....	.....	.....
Fountain Prairie.....	6	347	4	1	4	6	1	1,000	1,830	321 00	19 00	.....	.....	.....
Dekorra.....	9	270	9	.....	4	8	1	608	1,760	188 00	70 00	.....	.....	.....
Hampden.....	6	150	5	.....	4	4	.....	475	890	100 00	28 00	.....	.....	.....
Leeds.....	6	245	6	.....	1	4	.....	600	1,855	140 00	80 00	1	171	18 18
Lewiston.....	10	348	9	.....	3	9	1	415	1,855	65 00	89 00	.....	.....	.....
Lodi.....	8	628	7	2	1	6	8	1,200	3,525	1,405 00	240 00	.....	.....	.....

Lowville.....	8	351	4	2	3	7	3	8	650 00	2,525 00	240 00	52 00	.....	.....	.....	.....
Marvellon.....	5	393	6	4	1	4	7	.....	430 00	3,100 00	145 00	60 00	.....	.....	.....	.....
Newport.....	7	264	5	1	1	1	5	1	1,200 00	1,700 00	230 00	20 00	1	120	3	16	
Otego.....	6	295	5	.....	.....	1	6	.....	1,325 00	1,350 00	115 00	5 00	.....	.....	.....	.....
Pacific.....	3	100	3	.....	.....	.....	3	.....	1,325 00	550 00	75 00	.....	.....	.....	.....	.....
Portage City.....	4	800	3	3	1	4	4	4	10,000 00	9,800 00	3,000 00	.....	.....	.....	.....	.....
Randolph.....	7	263	5	2	.....	2	6	1	5	450 00	1,650 00	155 00	30 00	.....	.....	.....
Scott.....	8	369	8	1	.....	4	7	1	4	250 00	1,075 00	75 00	.....	.....	.....	.....
Springvale.....	6	229	2	2	.....	3	6	1	.....	615 00	1,125 00	25 25	45 00	.....	.....	.....
West Point.....	7	310	7	2	.....	8	7	1	1	700 00	2,425 00	110 00	.....	.....	.....	.....
Wyoena.....	8	436	8	1	.....	1	8	.....	4	50 00	2,995 00	123 00	50 00	.....	.....	.....
Totals.....	149	8,199	126	28	9	65	140	22	82	10,000 00	58,580 00	9,308 75	1,256 50	5	681	73	83

CRAWFORD COUNTY.

Clayton.....	18	642	13	.....	3	18	.....	.....	395 50	1,465 00	65 00	50 00	.....	.....	.....	.....
Eastman.....	8	320	6	.....	.....	6	.....	.....	850 00	1,835 00	180 00	.....	.....	.....	.....	.....
Freeman.....	7	212	6	.....	.....	3	.....	.....	615 00	1,145 00	33 00	.....	.....	.....	151	17
Haney.....	4	150	3	.....	.....	8	.....	.....	410 00	750 00	30 00	.....	.....	.....	.....	.....
Lynxville.....	3	130	3	.....	.....	1	.....	.....	500 00	600 00	110 00	.....	.....	.....	.....	.....
Marietta.....	4	200	4	.....	.....	3	.....	.....	410 00	760 00	90 00	.....	.....	.....	.....	.....
Prairie du Chien.....	7	1,315	5	4	5	5	7	2	5,000 00	8,650 00	1,390 00	500 00	3	390	100	85	
Seneca.....	8	327	4	.....	.....	2	6	1	401 00	2,005 00	136 00	17 50	.....	.....	.....	.....
Scott.....	6	263	5	.....	.....	6	.....	.....	415 00	1,255 00	60 00	42 00	.....	.....	.....	.....
Utica.....	11	.....	11	.....	.....	11	.....	.....	450 00	425 00	25 00	.....	.....	.....	.....	.....
Wauzeka.....	6	270	4	.....	.....	4	1	1	425 00	1,270 00	53 00	76 00	.....	.....	.....	.....
Totals.....	77	3,829	64	4	5	10	43	4	12	5,000 00	20,240 00	2,172 00	685 50	3	290	251	102

DANE COUNTY—1st District.

Albion.....	7	350	6	2	2	7	.....	.....	600 00	1,725 00	225 00	.....	.....	.....	.....	.....
Blooming Grove.....	5	185	6	.....	.....	3	5	.....	320 00	620 00	80 00	.....	.....	.....	.....	.....
Bristol.....	8	311	8	2	.....	8	.....	.....	530 00	1,845 00	151 00	.....	.....	.....	.....	.....
Burke.....	7	440	5	2	4	6	.....	.....	75 00	3,935 00	300 00	105 00	.....	.....	.....	.....
Christiana.....	10	485	9	3	4	6	10	3	820 00	3,328 50	392 50	156 00	.....	.....	.....	.....
Cottage Grove.....	9	405	8	1	4	2	8	.....	915 00	2,330 15	239 15	.....	.....	.....	.....	.....
Deerfield.....	5	254	4	.....	.....	4	5	.....	450 00	1,300 00	95 00	14 50	.....	.....	.....	.....
Dunkirk.....	9	639	7	3	2	4	9	8	3,000 00	6,750 00	655 00	200 00	.....	.....	.....	.....

Spring Brook,.....	6	295	3	1	1	5	1	2	420	1,600 00	50	80 00	.....
Weston,.....	2	80	2	.....	2	.....	.....	.....	100	500 00	.....	.....	.....
Totals,.....	39	1,751	32	2	10	26	4	5	950	8,645 00	608 50	280 00	.....

EAU CLAIRE COUNTY.

Bridge Creek,.....	7	350	2	.....	.....	7	.....	1	200	765 00	35	.....	3	18	6	24
Brunswick,.....	5	105	5	1	.....	1	5	2	250	500 00	75	.....	.....	.....	.....	.....
Eau Claire,.....	5	425	5	1	.....	2	5	1	7,000	8,200 00	1,000	.....	.....	.....	.....	.....
Lincoln,.....	3	100	3	.....	.....	2	.....	.....	400	500 00	25	125 00	.....	.....	.....	.....
North Eau Claire,...	1	90	1	.....	.....	2	.....	.....	520	50 00	20	.....	.....	.....	.....	.....
Oak Grove,.....	2	120	2	.....	.....	1	2	.....	520	1,020 00	20	.....	.....	.....	.....	.....
Pleasant Valley,...	3	75	3	.....	.....	2	.....	.....	110	225 00	20	.....	.....	.....	.....	.....
West Eau Claire,...	4	240	2	.....	.....	2	4	1	1,300	1,700 00	350	25 00	.....	.....	.....	.....
Totals,.....	30	1,505	23	2	6	29	2	7	7,000	12,960 00	1,545	150 00	3	3	18	6	24

FOND DU LAC COUNTY.

Alto,	6	377	9	2	.....	5	9	2	3	420	1,610 00	166	30 00	.....	.....	.....	.....
Auburn,	9	444	9	.....	.....	4	8	1	2	625	1,950 25	165	115 50	2	2	66	68	15
Ashford,	10	636	10	2	1	3	10	1	3	540	2,050 00	235	166 00	3	3	80	.....	100
Byron,	11	601	10	3	2	5	9	1	2	400	2,200 00	405	90 00	.....	.....	.....	.....	.....
Calumet,	5	270	5	3	.....	3	5	5	1	650	1,550 00	302	70 00	5	5	90	376	301
Eldorado,	7	362	6	2	.....	1	6	2	1	520	1,610 00	1,680	65 00	.....	.....	.....	.....	.....
Empire,	8	440	6	.....	.....	8	.....	.....	1	550	2,030 00	250	150 00	.....	.....	.....	.....	.....
Eden,	7	310	7	1	.....	2	2	.....	3	800	1,390 00	60	20 00	.....	.....	.....	.....	.....
Fond du Lac,	6	250	5	2	.....	2	5	.....	1	725	1,378 00	280	.....	.....	.....	.....	.....	.....
Fond du Lac City,	13	2,150	12	13	1	13	13	1	120,000	36,500 00	10,000	400 00	4	7	171	364	263	.....
Friendship,	5	269	5	2	.....	3	4	.....	675	1,475 00	75	63 50	.....	.....	.....	.....	.....	.....
Forest,	6	459	2	.....	.....	5	5	.....	1	710	2,300 00	60	.....	.....	.....	.....	.....	.....
Lamarine,	9	430	8	2	.....	4	6	.....	3	1,000	2,800 00	400	26 00	.....	.....	.....	.....	.....
Metomen,	11	615	7	3	.....	4	9	2	5	3,400	5,350 00	565	43 00	.....	.....	.....	.....	.....
Marshfield,	3	150	3	.....	.....	3	.....	.....	250	550 00	87	50 00	.....	.....	.....	.....	.....	.....

Platteville.....	8	760	5..	4	3	8	8	8	8	10,000	15,600	00	2,145	830	00	1	.....	.....	.....
Potosi.....	8	600	10	8	5	8	6	2	8	600	1,265	00	280	128	00	5	4	.....	40
Smelser.....	7	485	2	1	2	1	7	1	1	800	3,449	00	390	185	00	.....	.....	.....	.....
Tafton.....	5	184	6	.....	.....	1	5	1	.....	925	1,080	00	110	18	00	2	5	.....	.....
Watertown.....	4	185	2	.....	.....	.....	3	.....	.....	425	1,137	50	80	35	00	.....	.....	.....	.....
Waterloo.....	5	250	5	.....	.....	2	4	.....	.....	301	1,025	00	37	80	00	2	2	107	23
Wingville.....	7	326	6	.....	.....	.....	7	.....	2	500	1,795	00	145	44	00	.....	.....	.....	45
Woodman.....	5	.....	3	.....	.....	.....	5	.....	1	800	500	00	55	.....	.....	.....	.....	.....	.....
Wyalusing.....	6	280	4	1	2	2	5	2	8	925	2,700	00	90	.....	.....	.....	.....	.....	.....
Totals.....	198	10,527	141	30	35	39	132	22	38	10,000	92,393	21	7,939	1,485	80	27	80	679	245
																			258

GREEN COUNTY.

Adams.....	7	320	7	1	2	.....	2	.....	1	300	500	70	.....	.....	.....	.....	.....	.....	.....
Albany.....	8	526	6	2	2	3	6	.....	1	1,075	3,010	265	98	00	.....	.....	.....	.....	.....
Brooklyn.....	9	445	7	3	3	4	9	.....	4	600	2,800	431	26	00	.....	.....	.....	.....	.....
Cadiz.....	10	450	5	.....	1	.....	7	2	2	500	2,100	50	20	00	.....	.....	.....	.....	.....
Clarno.....	9	480	9	4	1	2	9	.....	.....	800	4,000	300	100	00	.....	.....	.....	.....	.....
Decorat.....	9	529	8	2	3	5	9	3	1	1,200	3,450	450	150	00	1	1	60	66	24
Exeter.....	6	300	5	3	.....	3	4	.....	1	600	1,520	100	62	20	1	1	70	20	24
Jefferson.....	10	556	8	5	4	3	4	3	8	1,300	4,500	330	107	00	.....	.....	.....	.....	.....
Jordan.....	7	298	7	.....	.....	.....	6	.....	2	760	1,330	45	.....	.....	.....	.....	.....	.....	.....
Monroe.....	9	1,375	9	2	1	4	9	3	8	.....	16,280	1,290	316	00	.....	.....	.....	.....	.....
Mt. Pleasant.....	8	420	8	.....	3	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Glarus.....	4	240	3	1	1	.....	4	2	1	225	800	155	30	00	.....	.....	.....	.....	.....
Spring Grove.....	8	450	8	1	2	2	6	.....	.....	500	2,000	150	35	00	.....	.....	.....	.....	.....
Sylvester.....	8	401	7	1	3	1	8	.....	4	500	1,500	176	.....	.....	.....	.....	.....	.....	.....
Washington.....	7	286	3	.....	2	.....	7	2	2	350	1,075	94	45	00	.....	.....	.....	.....	.....
York.....	4	280	4	.....	1	1	2	.....	1	775	875	100	.....	.....	.....	.....	.....	.....	.....
Totals.....	122	7,326	104	23	29	28	100	15	26	1,300	45,300	4,006	979	20	2	2	180	86	48

GREEN LAKE COUNTY.

Berlin,.....	8	373	6	3	1	5	8	2	5	\$1500	\$3200	\$350	72	00	.....	.....
Berlin City,.....	4	550	2	..	..	3	4	4	..	8000	10000	25000	75	00	.....	.....
Brooklyn,.....	8	389	6	..	..	5	7	1	4	800	2160	230	48	00	.....	.....
Dayton,.....	6	250	6	..	..	4	6	1	3	350	1000	130	50	00	.....	.....
Green Lake,.....	8	300	6	..	..	1	6	8	2	2	400	1950	230	25	00	.....
Kingston,.....	4	150	3	..	..	..	1	4	..	250	300	50	..	..	.....	.....
Kingston Village,.....	2	150	1	2	..	2	2	1	1	2925	3000	135	97	00	.....	.....
Mackford,.....	6	285	5	2	..	1	6	..	1	500	1500	160	5	00	.....	.....
Manchester,.....	7	280	6	2	..	3	6	8	..	400	1400	75	25	00	.....	.....
Markesan Village,.....	1	90	1	1	..	1	..	..	..	1200	1000	200	20	00	.....	.....
Marquette,.....	3	150	3	..	..	1	3	..	2	1050	1165	60	13	00	.....	.....
Princeton,.....	6	265	5	..	..	..	6	..	1	320	615	10	34	00	.....	.....
Princeton Village,.....	..	..	1	..	..	..	1	..	..	500	..	..	..	..	.....	.....
St. Marie,.....	5	220	5	..	..	..	4	..	3	500	920	30	..	..	.....	.....
Seneca,.....	4	130	4	..	..	..	4	..	2	300	600	40	10	00	.....	.....
Totals,.....	74	3590	60	10	3	30	70	14	28	\$5000	\$28810	24700	414	00	.....	.....

IOWA COUNTY.

Arena,.....	13	502	9	..	1	1	11	..	2	\$850	\$3025	\$241	55	00	.....	.....
Clyde,.....	4	175	4	..	..	1	3	2	..	435	1080	50	8	00	.....	.....
Dodgeville,.....	17	..	..	..	..	..	..	..	..	..	..	..	..	..	.....	.....
Highland,.....	12	870	8	..	2	1	12	4	2	600	4450	200	..	..	.....	.....
Linden,.....	12	595	6	1	5	7	9	1	1	1000	5080	860	280	20	.....	.....
Miffin,.....	10	475	8	1	1	2	10	1	..	690	2330	235	152	00	.....	.....
Mineral Point,.....	10	583	5	..	..	4	10	..	..	515	3250	107	162	00	.....	.....
Mineral Point City,.....	3	675	1	2	2	3	3	2	..	12000	10000	2500	1000	00	3	4
Moscow,.....	6	250	2	..	..	..	3	..	1	355	925	55	685	00	.....	.....
Pulaski,.....	7	485	5	1	3	4	7	1	1	2200	4250	270	91	00	.....	.....
Ridgeway,.....	13	520	13	..	..	..	12	..	1	600	2600	150	130	00	.....	.....
Wadwick,.....	6	350	6	..	..	..	8	..	..	300	1400	60	..	..	.....	.....
Wyoming,.....	7	286	4	3	..	1	7	3	..	550	1680	91	39	50	.....	.....
Totals,.....	120	5760	71	8	14	24	90	14	9	12000	40020	4319	1924	55	3	4
													200		211	43

JACKSON COUNTY.

Albion.....	5	245	5	1	...	3	5	2	1	1,460	2,825	840	128 00	...	...	...
Alma.....	13	574	11	2	...	2	10	...	2	820	2,395	250	25 00	...	...	...
Hilton.....	4	215	2	...	...	5	4	1	...	600	1,400	65	73 00	...	...	...
Irving.....	6	180	6	...	...	2	6	...	...	250	1,300	53	53 00	...	...	...
Manchester.....	4	144	3	1	...	1	3	...	...	360	1,150	45	48 50	...	...	...
Melrose.....	9	307	5	1	...	4	5	2	1	400	1,250	51	40 00	...	...	...
Northfield.....	3	100	2	...	...	...	2	...	...	100	...	...	...	...	...	...
Totals.....	44	1,785	34	5	...	15	35	5	3	3,980	16,410	809	367 50	...	...	...

JEFFERSON COUNTY.

Aztalan.....	6	280	6	...	...	3	6	...	1	600	2,000	100	...	...	...	...
Cold Spring.....	5	225	5	...	...	3	5	...	1	330	850	85	21 00	...	...	...
Concord.....	10	629	9	5	2	7	10	...	6	850	3,510	285	80 00	...	...	...
Farmington.....	10	550	10	...	3	5	10	1	2	850	3,460	405	...	1	1	...
Hebron.....	7	421	7	2	1	3	6	...	2	475	1,495	333	34 00	...	...	...
Ixonia.....	9	485	8	...	2	3	7	...	3	725	1,695	260	57 00	2	191	74 36
Jefferson.....	15	727	13	3	7	7	15	5	3	925	4,675	804	190 00	3	7	200 101 146
Koshkonong.....	7	548	5	...	4	5	6	...	2	10,000	12,000	623	...	...	...	...
Lake Mills.....	6	280	5	...	2	2	6	1	4	650	2,100	120	20 00	...	...	...
Milford.....	8	340	4	...	1	5	5	...	1	550	1,500	150	50 00	...	...	...
Oakland.....	5	258	4	1	2	3	5	...	...	840	1,175	123	...	1	1	20 33 30
Palmyra.....	6	455	4	2	...	4	6	1	2	3,260	4,005	266	74 00	...	...	...
Sullivan.....	8	505	8	...	1	3	7	3	3	425	1,780	170	107 00	...	...	...
Summer.....	3	206	3	2	3	3	2	1	2	1,350	2,300	100	30 00	...	...	...
Tyronehena village.....	1	120	...	1	...	...	1	...	...	1,000	400	600	5 00	...	...	...
Waterloo.....	7	400	5	...	...	3	7	...	2	500	1,350	300	30 00	...	...	...
Waterloo village.....	1	90	1	...	1	1	1	...	...	700	600	100	10 00	1	3	180 90 60
Watertown.....	10	330	7	2	2	4	10	...	3	2,010	1,710	300	63 50	2	2	110 50 50
Watertown city.....	5	1,000	4	2	3	5	5	5	...	16,500	12,000	2,500	1,200 00	4	6	200 800 600
Totals.....	129	7,849	108	30	40	69	120	17	88	16,500	58,605	7,028	1,922 50	14	22	901 1,188 923

Newton.....	6	420	6	1	4	6	6	250 00	750 00	48 50	120 00	.....	.....
Rockland.....	3	150	3	1	.....	2	.....	75 00	150 00	29 00	1 80	.....	.....
Schleswig.....	7	479	6	1	4	7	3	950 00	2,280 00	153 00	156 00	.....	.....
Two Creeks.....	2	90	1	1	1	2	.....	350 00	350 00	.....	50 00	.....	.....
Two Rivers.....	6	450	6	1	4	3	3	200 00	400 00	100 00	50 00	1	200
Totals.....	103	7,416	88	20	1	44	87	4,000 00	20,928 00	3,979 50	1,802 80	13	858
													384 465

MARATHON COUNTY.

Berlin.....	11	354	10	1	2	8	.....	300 00	1,680 00	126 00	300 00	2	1	70	20	55
Jenny.....	2	50	2	.....	1	2	.....	400 00	1,200 00	20 00	.....	2	1	.....	.....	.....
Knowlton.....	1	40	.....	.....	.....	1	.....	25 00	15 00	10 00	.....	.....	.....	.....	.....	.....
Marathon.....	4	180	1	2	4	4	4	98 00	1,320 00	50 00	117 00	.....	.....	.....	.....	.....
Mosinee.....	5	185	3	.....	1	3	.....	687 50	1,487 50	90 00	175 00	.....	.....	.....	.....	.....
Stettin.....	3	150	3	3	1	3	3	100 00	.....	.....	.....	.....	.....	.....	.....	.....
Texas.....	3	80	1	.....	.....	3	.....	550 00	750 00	60 00	.....	.....	.....	.....	.....	.....
Wausau village.....	1	200	1	.....	1	1	1	3,000 00	3,000 00	500 00	.....	2	2	66	76	25
Wausau.....	5	144	3	.....	2	3	.....	470 00	785 00	55 00	25 00	.....	.....	.....	.....	.....
Weston.....	3	56	3	1	2	2	.....	485 00	400 00	85 00	4 00	.....	.....	.....	.....	.....
Totals.....	38	1,439	27	7	14	30	8	3,000 50	10,637 50	996 00	631 00	6	4	136	96	80

MARQUETTE COUNTY.

Buffalo.....	7	310	6	1	.....	7	.....	525 00	1,605 00	65 00	.....	.....	.....	.....	.....	.....
Chrystal Lake.....	4	140	3	.....	2	4	.....	225 00	500 00	87 00	.....	.....	.....	.....	.....	.....
Douglas.....	6	200	6	.....	2	1	1	600 00	1,220 00	50 00	25 00	.....	.....	65	12	14
Harris.....	3	165	2	.....	2	3	.....	300 00	650 00	50 00	16 00	.....	.....	.....	.....	.....
Montello.....	4	260	4	1	.....	4	2	1,600 00	2,150 00	170 00	48 00	.....	.....	.....	.....	.....
Mecan.....	2	180	2	.....	.....	2	.....	105 00	200 00	10 00	5 00	.....	.....	.....	.....	.....
Moundville.....	3	125	3	.....	3	.....	.....	165 00	175 00	30 00	8 00	.....	.....	.....	.....	.....
Meshkoro.....	2	60	2	.....	.....	2	.....	220 00	245 00	.....	13 00	.....	.....	.....	.....	.....
Newton.....	3	800	3	.....	.....	3	.....	400 00	1,600 00	50 00	.....	.....	.....	.....	.....	.....

Oxford.....	4	200	4	1	1	1	250 00	650 00	60 00	.....	3	25	31	80
Packwaukee.....	5	300	4	1	5	2	400 00	700 00	100 00	.....	1	40	.....	20
Shields.....	5	210	5	.....	4	3	100 00	540 00	40 00	.....	.....	.....	.....	.....
Springfield.....	3	120	2	1	3	1	340 00	460 00	51 00	.....	.....	.....	.....	.....
Westfield.....	4	220	.....	.....	3	1	620 25	900 00	100 50	.....	4	5	128	100
Totals.....	59	2790	50	10	54	7	1500 00	11435 00	793 50	.....	214 00	9	10	258
														43 214

MILWAUKEE COUNTY—1st District.

Franklin.....	7	455	6	1	3	6	1	1	\$420 00	\$1950 00	\$213 00	80	5	5	143	67	700	
Greenfield.....	12	744	12	4	1	5	11	7	1	505 00	3850 00	585 00	195	1	1	180	20	20
Lake.....	6	320	5	1	2	4	6	2	...	1200 00	2842 00	340 00	157	3	13	140	15	129
Oak Creek.....	10	773	10	5	...	9	10	8	1	1050 00	4100 00	218 00	122	2	2	77	...	20
Wauwatosa.....	12	623	10	5	2	10	12	7	2	1400 00	5635 00	700 00	71	...	...	...	...	...
Totals.....	47	2915	43	16	5	31	45	25	5	1400 00	18177 00	2056 00	625	11	21	540	102	869

MILWAUKEE COUNTY—2d District.

Granville.....	12	610	12	2	1	6	11	.....	\$400 00	\$1705 00	\$340 00	124 00	4	4	.....	.....
Milwaukee.....	9	695	9	4	.....	9	9	6	.....	650 00	1735 00	640 00	191 00	1	1	.....	6
Milwaukee City.....	15	4000	15	12	10	15	15	9	.....	33000 00	150500 00	41700 00	23700 00	.....	.....	.....	.....
Totals.....	36	5305	36	18	11	30	35	15	.....	38000 00	153940 00	42680 00	23015 00	5	5	.....	6

MONROE COUNTY.

Adrian.....	2	100	1	.....	1	2	1	1	1	\$400 00	\$150 00	\$75 00	.....	.....	.....	.....	.....	.....
Angelo.....	3	140	3	.....	.....	.....	.....	2	550 00	600 00	60 00	7 00	.....	.....	.....	.....	.....	.....
Clifton.....	2	80	.....	.....	.....	.....	.....	.....	.....	100 00	.....	.....	.....	.....	.....	.....	.....	.....
Eaton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Glendale.....	4	153	4	.....	4	.....	.....	1	218 00	550 00	48 00	15 00	.....	.....	.....	.....	.....	.....

Greenfield.....	5	210	5	1	3	4	2	405	1,080	100 00	459 00						
Jefferson.....	5	220	4	1	4	1	1	150	475	80 00	5 00						
La Fayette.....	4	152	4	1	4	1	1	175	385	71 00	8 00						
Leon.....	9	329	9	1	4	6		375	1,355	90 00	37 50						
Lincoln.....	8	359	8	1	2	3	2	600	2,385	190 00	5 00						
Little Falls.....	4	80	4	1	3	3		300	600	100 00	3 00						
Oakdale.....	3	110	3	1	3	3	2	200	400	55 00	15 00						
Portland.....	5	200	2	1	5	6	1	125	500	50 00	10 00						
Ridgeville.....	6	296	5	1	2	5	2	915	1,795	75 00	115 00						
Sheldon.....	5	181	8	1	3	1	1	95	290	22 00	2 00	5	0	100	1	29	
Sparta.....	9	810	8	1	9	13	1	2,500	6,305	2,215 00	165 00						
Tomah.....	9	480	6	1	4	6		3,800	4,010	457 00	58 00						
Wellington.....	6	293	3	1	4	4	1	300	1,152	52 51	31 00						
Wilton.....	6	200	6	1	3	5	3	118	600	50 00	70 00						
Totals.....	95	4,433	78	5	29	74	3	3,300	23,032	3,790 51	581 00	5	9	100	1	29	

OCONTO COUNTY.

Little Suamico.....	1	30							100		20 00						
Marinette.....	1	196				1	1	2,600	2,600	100							
Oconto.....	3	100	3	1	3	1		300	600	50	34 00						
Oconto Village.....	2	100										2	2	200			35
Pesaukee.....	4		1	2	2	3	1	1,000	1,250	446							
Peshigo.....	4	286	3	1	3	3	1	1,700	1,553	480	37 50	1	1				
Stiles.....	3	120	3	1	2	2	1	1,200	1,100	53	15 00						
Totals.....	18	785	10	4	10	10	4	2,600	7,503	1,129	106 50	3	3	200			35

OUTAGAMIE COUNTY.

Appleton City.....	4		4	2	1	4	4	8,000	13,000								
Black Creek.....	1	20	1	1				110	100	10							
Bovina.....	4	170	6			3		500	925	80							
Buchanan.....	3	75	3	1	2	3		200	200	25	10						

Center,.....	5	229	4	2	.....	5	.....	800	500	.....	.....	40	.....		
Dale,.....	8	600	8	1	.....	2	8	790	1,190	75	250	125	.....		
Ellington,.....	7	275	5	1	.....	3	7	440	1,370	.....	295	129	.....		
Freedom,.....	5	210	5	.....	3	5	1	1	885	.....	.....	10	1
Grand Chute,.....	7	650	4	2	.....	4	7	1	600	2,250	320	.....	.....	
Greenville,.....	10	675	7	.....	5	10	5	3	600	2,900	315	36	1		
Hortonia,.....	6	310	6	.....	.....	4	1	1	1,250	1,950	78	.....	.....	
Kaukauna,.....	6	420	6	3	.....	4	6	.....	325	735	165	59	.....		
Black Creek,.....	1	20	1	.....	.....	1	1	.....	110	100	10	.....	.....	
Liberty,.....	3	80	3	.....	.....	1	2	.....	300	450	.....	3	.....		
Maple Creek,.....	3	120	3	.....	.....	2	1	.....	200	450	20	20	.....		
Ozborn,.....	2	72	2	.....	.....	2	2	.....	80	150	5	3	.....		
Totals,.....	74	3,906	67	12	1	24	69	17	6	8,000	26,190	75	1,518	409	2	2

OZAUKEE COUNTY.

[illegible]

PEPIN COUNTY.

	%	90	80	70	60	50	40	30	20	10	0	10	20	30	40	50	60	70	80	90
Albany.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Durand.....	4	255	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Frankfort.....	2	90	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Lima.....	5	150	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pepin.....	5	160	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Stockholm.....	2	100	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Waterville.....	3	135	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Waubesaek.....	3	114	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total.....	27	1,094	17	2	1	4	17	5	5	6	197	8,705	850	39	4	5	276	80	53	53

PIERCE COUNTY.

Clifton,.....	8	140	2	.....	8	.....	8800 00	1,200 00	\$70 04	\$50 00	.....	.....	.....	.....
Diamond Bluff,....	1	65	.....	1	1	.....	1,000 00	900 00	100 00	.....	1	1	22	.....
El Paso,.....	4	185	4	.....	3	.....	1,050 00	1,285 00	56 50	16 00	.....	.....	.....	35
Hartland,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Isabelle,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Martell,.....	5	225	4	.....	2	4	346 00	1,035 55	45 00	15 00	.....	.....	.....	.....
Oak Grove,.....	5	150	5	.....	2	4	650 00	1,400 00	.....	.....	.....	.....	.....	.....
Perry,.....	3	136	2	.....	3	.....	385 00	550 00	115 00	2 00	.....	.....	.....	.....
Pleasant Valley,....	4	195	3	4	3	.....	900 00	1,650 00	155 04	90 00	.....	.....	.....	.....
Prescott,.....	1	300	1	.....	1	1	3,550 00	3,550 00	50 00	100 00	.....	.....	.....	11
River Falls,.....	7	410	3	.....	2	6	1,500 00	3,102 00	437 00	165 00	.....	.....	.....	.....
Salem,.....	3	41	2	.....	.....	.....	1 150 00	183 00	20 00	10 00	.....	.....	.....	.....
Trenton,.....	1	60	2	.....	1	.....	163 00	150 00	15 00	.....	.....	.....	.....	.....
Trimble,.....	5	215	.....	.....	1	5	500 00	1,655 00	15 00	.....	.....	.....	.....	.....
Union,.....	1	30	1	.....	.....	.....	200 00	200 00	15 00	.....	.....	.....	.....	.....
Totals,.....	43	2,102	29	4	.....	9	3,550 00	16,860 55	1,093 50	448 00	1	1	22	11

POLK COUNTY.

Alden,.....	2	100	.....	.....	2	.....	8800 00	\$1,200 00	\$20 00	.....	.....	.....	.....	.....
Farmington,.....	3	125	1	.....	3	1	630 00	730 00	31 25	\$88 00	.....	.....	.....	.....
Falls St. Croix,....	5	160	2	.....	1	1	850 00	1,200 00	300 00	100 00	.....	.....	.....	.....
Lincoln,.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oscola,.....	4	200	4	.....	3	1	800 00	2,016 00	200 00	50 00	.....	.....	.....	.....
Sterling,.....	2	65	.....	.....	.....	.....	50 00	100 00	.....	.....	.....	.....	.....	.....
Totals,.....	16	650	5	2	.....	6	850 00	5,246 00	551 25	238 00	.....	.....	.....	.....

PORTAGE COUNTY.

Almond,.....	5	.....	4	1	.....	1	5	.....	\$88 00	\$12 00	.....	.....	.....	.....
Amherst,.....	7	245	7	1	.....	2	4	.....	175 00	.....	.....	.....	.....	.....

Belmont.....	7	.....	4	1	.....	6	.....	\$380 00	\$800	\$10 00	.....	.....	.....
Buena Vista.....	4	175	3	.....	3	4	.....	550 00	1,150	95 00	\$6 00	.....	.....
Eau Claire.....	3	65	3	.....	.....	3	.....	150 00	250	.....	.....	.....	.....
Grant.....	3	100	2	1	.....	3	.....	150 50	400	16 50	7 00	.....	.....
Hull.....	3	100	.....	.....	1	2	.....	.....	700	10 00	.....	.....	.....
Lanark.....	7	218	6	.....	2	6	.....	160 60	575	100 25	1 00	.....	.....
Linwood.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hope.....	4	180	4	1	.....	4	.....	105 00	320	30 00	36 00	.....	.....
Pine Grove.....	4	160	4	.....	1	4	.....	425 00	1,045	19 00	55	.....	.....
Plover.....	6	328	.....	.....	.....	5	1	2,500 00	3,275	165 00	37 40	.....	.....
Sharon.....	9	400	8	.....	3	8	.....	450 00	1,390	175 00	22	.....	.....
Stevens Point.....	1	25	1	.....	.....	1	.....	50 00	85	10 00	.....	.....	.....
Stevens Point City.....	3	355	2	1	.....	3	1	5,000 00	3,630	1,555 00	25 00	.....	.....
Stockton.....	8	325	6	.....	2	7	.....	2 400 00	1,255	90 00	.....	.....	.....
Totals.....	76	2,676	54	6	.....	19	65	12,550 00	16,500	1,778 78	125 17	.....	.....

RACINE COUNTY.

Burlington.....	6	801	6	5	3	6	6	2	1	\$2,000 00	\$3,370	2,125	625 00	3	200	.....
Caledonia.....	15	882	15	9	1	9	15	.....	6	730 00	4,370	621	125 85	.....	.....	.....
Dover.....	7	319	7	3	.....	4	7	3	1	550 00	1,830	150	140 00	1	2	49
Mount Pleasant.....	12	583	11	3	3	6	12	9	3	1,600 00	6,131	881	352 25	.....	.....	12
Norway.....	5	256	5	.....	.....	2	5	3	2	320 00	820	70	25 00	.....	.....	.....
Racine City.....	.....	1,260	.....	1	4	1	.....	.....	1	15,000 00	30,000	8,000	1,500 00	.....	.....	.....
Raymond.....	9	425	9	2	.....	4	9	2	2	500 00	1,300	296	58 00	.....	.....	.....
Rochester.....	5	282	5	1	2	2	5	2	2	1,500 00	2,870	260	63 00	1	2	125
Waterford.....	7	387	6	2	2	2	5	2	1	800 00	2,500	200	58 00	.....	.....	2
Yorkville.....	9	433	7	3	.....	5	9	1	3	2,000 00	3,850	405	47 00	.....	.....	28
Totals.....	75	5,578	71	29	15	41	73	25	21	15,000 00	56,541	13,068	2,994 10	5	7	374

RICHLAND COUNTY.

Altan.....	8	.....	.....	.....	.....	.....	8	.....	800	1,400 00	.....	.....	.....	.....	.....	.....
Bloom.....	7	480	.....	1	.....	.....	5	.....	200	990 90	100	.....	.....	.....	.....	.....

WASHINGTON COUNTY.

Linn.....	8	340	8	2	1	4	8	8	3	830	3,075	262	34	.....	.....	.....
Lyons.....	11	435	11	5	2	4	8	8	3	370	1,500	190	47	.....	.....	.....
Richmond.....	8	418	8	1	.....	4	8	.....	2	350	1,800	155	45	.....	.....	.....
Sharon.....	12	600	12	6	1	8	6	1	4	1,500	4,605	630	45	8	2	45 32
Sugar Creek.....	6	300	6	1	.....	.....	6	.....	1	200	800	150	.....	1	1	23
Spring Prairie.....	10	500	10	5	1	4	8	3	2	2,100	5,535	445	115	1	1	66
Troy.....	6	310	6	2	.....	4	6	1	1	325	1,325	115	25	.....	.....	.....
Whitewater.....	8	706	7	3	3	3	7	2	1	4,000	5,325	2,920	13 50	6	6	160 240 200
Walworth.....	8	441	7	3	2	6	7	.....	2	725	3,400	310	66	4	6	122 215 53
Totals.....	131	7,505	125	49	18	72	117	26	36	10,500	59,315	25	8,177	745	59	23 668 602 363

Addison.....	8	508	6	.....	1	3	8	2	2	100	1,800	475	35	.....	.....	.....
Barton.....	6	367	6	.....	1	2	6	.....	.....	100	1,085	25	5	1	2	56
Erin.....	5	390	5	.....	.....	.....	4	.....	2	80	664	60	100	.....	.....	.....
Farmington.....	8	560	7	.....	2	6	8	5	3	500	1,850	.....	3	.....	.....	.....
German town.....	10	800	10	1	3	4	8	5	.....	800	4,000	500	150	.....	.....	.....
Hartford.....	9	695	7	2	.....	3	8	2	2	1,000	2,685	850	.....	.....	.....	.....
Jackson.....	8	250	2	.....	.....	.....	4	.....	1	100	275	100	10	2	2	47 25
Kewaskum.....	6	385	4	2	.....	4	6	.....	1	400	680	330	41	.....	.....	.....
Polk.....	12	855	11	.....	2	2	12	3	4	1,100	3,503	463	218	3	4	306 170 71
Richfield.....	8	380	8	.....	.....	.....	8	.....	4	200	300	120	50	.....	.....	.....
Trenton.....	9	594	9	1	1	2	9	.....	5	1,100	2,225	425	20	.....	.....	.....
Wayne.....	9	617	9	.....	.....	.....	7	.....	2	365	1,040	180	120	3	2	76 21
West Bend.....	6	485	6	.....	2	4	6	1	.....	1,800	2,225	330	290	3	3	374 183 80
Totals.....	104	6,958	90	6	12	30	94	18	26	1,800	22,332	25	3,905	50	1,043	12 680 478 253

WAUKESHA COUNTY.

Brookfield.....	9	485	9	1	2	3	9	8	8	430	32,010	220	28	1	.....	.....
Delafield.....	7	400	7	8	.....	5	5	2	2	700	1,900	255	90	.....	.....	.....
Wedge.....	5	383	1	.....	1	1	5	2	1	2,500	6,350	.....	185	.....	.....	.....

Wapaca.....	7	390	6	1	....	3	7	2	2	575 00	1,350 00	250 00	25 00	1	1	60	46	20
Weyauwega.....	8	390	8	1	....	3	6	....	....	1,100 00	2,400 00	260 00	65 00	....	....	....	....	....
Totals.....	87	4,033	71	15	....	41	77	13	16	1,100 00	15,532 00	1,369 50	612 98	1	1	60	46	20

WAUSHARA COUNTY.

Aurora.....	8	440	8	3	....	2	8	2	8	\$1,730	....	....	....	1	1	43	13	40
Bloomfield.....	6	240	6	....	....	....	6	....	....	310	\$915	\$47 00	\$25 00	....	....	....	....	....
Coloma.....	2	80	2	....	....	1	2	....	....	1	325	50 00	3 00	1	1	11	8	25
Dakota.....	3	150	....	....	....	1	3	....	....	375	700	60 00	5 00	....	....	....	....	....
Deerfield.....	3	75	2	....	....	....	3	....	....	180	250	15 00	....	....	....	....	....	....
Hancock.....	5	160	4	....	....	2	5	....	....	206	450	17 00	40 00	....	....	....	....	....
Leon.....	8	410	6	....	....	1	8	1	5	580	1,025	185 00	15 00	....	....	....	....	....
Marion.....	6	265	5	....	....	8	6	....	....	315	885	36 37	28 00	....	....	....	....	....
Mt. Morris.....	6	210	6	....	....	1	6	....	....	250	625	45 00	15 00	....	....	....	....	....
Oasis.....	5	....	5	....	....	1	5	....	....	520	....	....	....	....	....	....	....	....
Plainfield.....	8	391	7	....	....	4	8	....	....	300	2,640	1,150 00	....	....	....	....	....	....
Poyissippi.....	4	178	4	....	....	2	4	....	....	350	800	70 00	....	....	....	....	....	....
Richford.....	6	235	5	....	....	....	6	1	1	250	675	20 00	6 00	....	....	....	....	....
Rose.....	2	100	2	....	....	....	2	....	....	70	110	75 00	23 00	....	....	....	....	....
Saxville.....	6	240	6	....	....	1	6	....	....	250	600	125 00	....	....	....	....	....	....
Springwater.....	4	159	4	....	....	....	4	....	....	510	725	22 50	1 00	....	....	....	....	....
Warren.....	5	160	5	....	....	2	5	....	....	290	415	17 50	23 00	....	....	....	....	....
Wautoma.....	5	....	1	....	....	1	5	....	....	2,330	2,480	....	45 00	....	....	....	....	....
Totals.....	92	3,493	78	4	....	22	96	4	25	\$2,330	\$14,095	\$1,935 37	\$229 00	2	2	58	21	65

WINNEBAGO COUNTY.

Algoma.....	4	200	5	1	....	1	4	....	1	\$620	\$1,150	\$145 00	\$43 00	....	....	....	....	....
Black Wolf.....	5	260	5	1	....	4	5	1	....	675	1,750	115 00	85 00	....	....	....	....	....
Clayton.....	8	410	8	1	....	1	8	1	3	860	3,075	188 00	18 00	....	....	....	....	....
Menasha.....	9	760	7	2	2	- 5	9	6	4	7,900	13,100	1,800 00	....	1	1	160	....	....

Nepeskin,.....	6	280	3	2	3	6	3	2	500	1800	315	56	.....	.....	.....	.....	.....
Nekimi,.....	7	345	7	1	3	7	...	2	400	1940	180	04	.....	.....	.....	.....	.....
Neenah,.....	5	576	5	3	2	5	3	1	3500	7253	480	142	2	2	150	45	30
Oshkosh town,.....	5	290	5	1	2	5	...	1	525	1050	175	.....	.....	.....	.....	.....	.....
Oshkosh city,.....	7	1350	6	3	7	7	2	2	6600	16000	10000	1000	4	5	90	192	150
Omro,.....	9	700	9	3	1	9	3	3	3000	7800	885	.....	.....	.....	.....	.....	.....
Poygan,.....	6	297	6	...	2	6	...	2	560	1215	140	20	.....	.....	.....	.....	.....
Rushford,.....	10	650	7	1	...	2	3	3	2550	3960	.....	100	.....	.....	.....	.....	.....
Utica,.....	7	384	6	3	4	6	...	2	455	1825	250	48	.....	.....	.....	.....	.....
Vinland,.....	7	250	7	1	...	7	...	3	300	1000	200	.....	.....	.....	.....	.....	.....
Winneconne,.....	5	260	3	...	...	5	...	2	400	1300	50	.....	2	2	.....	.....	.....
Wolf River,.....	5	150	1	...	...	5	3	...	1085	1050	50	102	.....	.....	.....	.....	.....
Winchester,.....	6	.....	6	...	1	6	...	...	575	1300	150	.....	.....	.....	.....	.....	.....
Totals,.....	111	7072	95	22	6	42	106	30	31	7900	64740	15023	1677	9	10	400	237
																	180

WOOD COUNTY.

Centralia,.....	2	200	2	1	...	2	1	...	8	1	...	...	...	...	...	...	...
Dexter,.....	1	20	1	...	...	1	...	...	1	...	...	...	...	...	...	...	...
Grand Rapids,.....	3	355	2	1	...	2	4	1	...	...	...	...	...	...	...	...	...
Rudolph,.....	2	60	2	...	...	2	...	...	350	3500	515	73	.....	.....	.....	.....	...
Saratoga,.....	3	120	2	...	...	1	3	...	250	550	35	40	.....	.....	.....	.....	...
Sigel,.....	3	165	4	2	...	2	3	...	500	1110	50	.....	.....	.....	.....	.....	...
Seneca,.....	3	80	...	1	...	1	3	1	...	...	...	...	...	...	...	...	...
Totals,.....	17	1060	14	5	...	8	19	3	8	8000	7210	850	158	.....	.....	.....	...

TABLE NO. 5.
FINANCIAL STATISTICS, MONIES RECEIVED.

COUNTIES.	Money on hand August 31, 1885.	From taxes levied & for building & repairing.	From taxes levied for teachers' wages.	From taxes levied for library and apparatus.	From taxes levied at annual town meeting.	From taxes levied by county supervisors.	From income of state school fund.	From all other sources.	Total amount received during year.
Adams.....	\$1289 05	788 51	4942 70	\$110 00	\$523 40	\$344 07	\$849 48	\$428 85	\$8194 25
Ashland.....	115 00	.....	221 65	.....	.....	.....	113 00	762 78	1252 51
Bayfield.....	109 09	.....	.....	.....	.....	.....	41 85	263 37	495 51
Brown.....	3522 14	5296 95	7757 03	20 00	4540 33	1347 15	2782 57	782 71	26048 86
Buffalo.....	2992 70	2717 80	6458 87	117 07	932 00	236 22	605 75	1022 54	12392 28
Burnett.....	204 00	295 90	225 00	.....	.....	.....	32 40	.....	766 40
Calumet.....	2480 76	2985 55	7122 93	43 00	128 75	728 61	1416 13	1453 19	16441 77
Chippewa.....	156 31	3580 78	2294 62	4 00	368 81	454 00	441 63	1091 23	8221 80
Clark.....	1331 41	567 00	1772 41	.....	.....	177 47	114 22	124 85	4088 36
Columbia.....	4244 84	4679 26	17098 18	295 00	5918 86	4508 82	4305 34	4089 85	45547 82
Crawford.....	1964 10	2272 14	8666 78	121 49	717 82	925 90	1726 31	1173 57	17532 15
Dane, (First Dist.)...	2203 71	6535 16	12171 65	31 45	2280 70	2433 70	3287 20	3117 53	32114 29
Dane, (Second Dist.)...	13765 72	3280 65	25491 56	85 50	1636 57	1627 15	4443 19	3625 66	61817 25
Dodge, (First Dist.)...	2580 28	2033 31	7030 64	99 90	707 14	2794 81	4086 92	4484 90	23011 47
Dodge, (Second Dist.)...	3223 11	3519 55	17508 22	410 09	1317 74	1250 98	3977 60	2387 23	32429 35
Door.....	1952 10	577 55	2152 17	.....	438 14	225 34	249 96	856 33	5056 81
Douglas.....	45 38	202 31	982 33	.....	.....	.....	19 35	25 00	1374 40
Dunn.....	785 73	797 40	4779 86	98 75	357 58	166 45	768 15	1467 45	9221 37
Eau Claire.....	1560 26	3480 12	6671 96	15 70	.....	279 84	697 49	694 60	13368 96
Fond du Lac.....	4536 00	10700 52	31517 03	290 00	1718 28	3321 51	8004 97	6504 18	75179 81
Grant.....	6273 56	11367 63	25955 33	190 05	1945 49	2872 76	5823 49	4061 81	59488 06
Green.....	1847 13	6026 21	15556 51	69 50	1171 34	1602 01	3678 71	2625 64	31213 94
Green Lake.....	1940 09	6254 08	11757 12	199 27	.....	813 10	1810 65	1111 40	21592 50
Iowa.....	3927 68	3187 39	12572 89	5 00	3249 16	2450 21	3714 07	3366 07	32087 46
Jackson.....	3997 40	1167 53	4883 80	2 00	242 00	141 30	747 04	1076 71	12825 86

Jefferson.....	4004 73	7182 141	13150 631	108 40	5038 40	2871 92	0268 76	299 34	41118 16
Jenau.....	3025 17	1877 81	10460 86	196	881 11	1192 18	1600 91	551 68	19700 36
Kenosha.....	1645 06	2876 77	7139 32	162 26	810 78	2656 36	1839 61	978 94	17600 09
Keweenaw.....	1260 85	825 73	3475 41	.....	408 80	435 89	964 18	647 96	5350 04
La Crosse.....	2416 24	1461 27	11445 08	105	1118 38	610 68	2317 50	1156 11	20571 26
La Fayette.....	3265 18	4198 25	11496 92	89 41	771 43	1488	3196 66	3774 65	20119 06
Manitowoc.....	11462 49	8538 30	18183 49	312 20	1755 12	2276 89	4029 01	2262 31	19819 31
Marathon.....	2070 54	629 31	4650 29	285	491 43	985 84	427 09	639 41	11160 22
Marquette.....	1006 57	851 19	6084 59	32	36 31	343 90	1109 01	416 58	7861 28
Milwaukee, (1st Dist.)	1729 24	2459 65	3313 36	154 10	1647 28	1785 26	2005 99	967 06	14061 65
Milwaukee, (2d Dist.)	558 65	672 84	2455 83	38	15180 01	30435 45	10146 30	139 53	57730 94
Monroe.....	3805 08	2488 40	10075 13	63 69	479 10	1583 33	1001 46	2336 13	23167 40
Oconto.....	1632 47	873 91	3647 43	10	1218 80	346 71	450 60	792 46	7260 81
Outagamie.....	1538 25	8408 66	8321 40	46 21	163	1254 42	1263 35	1027 98	16177 67
Ozaukee.....	2760 27	2890 75	5119 82	137	2627 14	2426 54	3154 81	698 31	19096 18
Pepin.....	687 47	1585 60	2130 70	.....	932 63	837 55	219 52	780 55	6400 77
Pierce.....	2280 50	2643 53	7444 14	.....	646 50	246 88	604 50	2631 16	12726 32
Portage.....	1327 75	1128 39	1574 38	29 95	105 28	480 73	65 86	261 19	5123 60
Racine.....	4887 58	2125 08	8358 61	399 31	1352 82	580 59	1181 88	1210 34	14738 04
Richland.....	3731 37	5047 47	11937 22	73 92	787 77	724 10	1845 22	1360 99	31347 03
Rock, (First Dist.)	5029 14	5239 18	14507 74	61 40	991 27	6960 55	2656 63	5992 29	22614 12
Rock, (Second Dist.)	10545 31	9888 17	7744 55	87	1048 01	7853 22	3461 44	2425 17	41615 76
St. Croix.....	2299 20	1209 54	7879 68	40	6398 60	172 48	713 58	1777 09	16439 04
Sauk.....	4125 98	4038 08	16720 11	405 29	1119 59	2106 01	8620 77	5043 38	36344 82
Shawano.....	2 99	1374 80	1695 59	108	400	688 62	651 39	230 74	2436 58
Sheboygan.....	6436 56	5938 67	10902 39	126 76	7182 92	3001 10	5780 26	2058 83	41491 08
Trempealeau.....	2022 99	2530 21	5172 57	15	447 81	281 40	600 57	1262 90	11909 06
Vernon.....	2783 90	3110 98	9404 92	58 75	505 99	1100 26	2401 63	2195 02	21511 45
Walworth.....	2727 58	9589 87	25541 79	88 30	414 29	1976 55	4773 75	4439 07	49601 98
Washington.....	3243 70	2759 23	5149 28	85 45	2839 71	3367 69	4535 75	2266 17	23337 05
Waukesha.....	3320 62	4010 43	19941 68	1048 28	990 13	2071 35	4042 69	1893 64	34320 29
Waupaca.....	4272 15	2650 87	10108 12	77 16	672 58	1257	1680 93	2378 38	24061 65
Waushara.....	1928 58	1944 59	7254 87	10	209 02	936 72	1238 15	1339 72	13567 89
Winnebago.....	5675 24	20671 07	20223 42	169 68	1049 13	6507 05	5102 72	1864 06	61262 37
Wood.....	302 63	85 51	3379 96	.....	393 56	74 32	398 70	667 31	5259 40
Totals,.....	\$179342 96	\$216676 82	557368 96	6778 11	86801 50	181786 71	143183 61	113467 21	1893950 93

TABLE NO 6.
FINANCIAL STATISTICS—MONEYS EXPENDED.

COUNTIES.	For building and repairing.	For apparatus and library.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For furniture, registers & records.	For all other purposes.	Total amount paid out during the year.	Money on hand August 31, 1866.
Adams.....	\$333 37	\$2 00	619 75	\$3248 60	\$464 98	\$66 22	\$387 47	\$6951 87	\$2101 82
Ashland.....	.....	.....	.....	270 00	.....	.....	67 41	1252 51	27 60
Bayfield.....	.....	.....	.....	250 00	.....	.....	30 25	280 25	215 26
Brown.....	4654 23	53 90	4598 00	8667 85	912 30	317 68	801 10	20012 06	6149 22
Buffalo.....	1950 47	46 40	2900 75	3212 50	234 32	45 25	691 17	9409 04	3382 68
Burnett.....	495 00	.....	.....	156 00	.....	.....	.....	651 00	105 40
Calumet.....	2660 90	108 10	2928 75	5197 44	358 36	166 00	1398 59	12731 30	3366 54
Chippewa.....	3687 32	5 00	615 10	2302 11	644 33	98 00	324 08	7626 40	495 07
Clark.....	163 50	234 49	534 25	1095 35	73 69	7 60	124 50	2192 63	1840 32
Columbia.....	4010 44	104 18	9735 84	21198 86	1179 50	261 77	4951 04	41778 32	3774 50
Crawford.....	2156 63	1 00	4285 79	7074 12	730 17	107 85	1349 46	16443 99	2243 24
Dane (First Dist.)...	3346 29	65 85	7020 45	11347 70	1375 45	104 77	2467 90	27633 36	5485 38
Dane (Second Dist.)...	8675 76	100 95	7288 74	17292 24	1676 89	419 28	6431 03	41751 82	11269 00
Dodge (First Dist.)...	1286 43	107 13	5915 95	9861 05	1676 63	186 35	1062 48	19606 40	3830 24
Dodge (Second Dist.)...	2246 22	241 85	8573 58	13886 71	1612 59	329 98	4281 02	30421 46	2879 01
Door.....	1002 00	141 66	562 96	2173 59	176 01	54 00	436 26	4661 51	2172 41
Douglas.....	220 43	.....	300 00	673 00	.....	.....	180 79	1874 40	.....
Dunn.....	700 04	67 75	1601 50	4398 97	269 06	29 00	761 82	7678 14	1361 54
Eau Claire.....	3208 18	.....	2234 00	4335 94	435 06	98 05	914 95	11251 16	1226 89
Fond du Lac.....	10644 43	190 50	11627 85	29223 93	9886 94	955 59	8871 27	70034 76	7978 78
Grant.....	8031 01	208 60	9869 13	23395 51	2805 97	508 38	5082 14	50125 05	10570 26
Green.....	3678 93	27 27	5999 60	13602 05	2919 30	180 03	3395 44	28629 07	3104 38
Green Lake.....	6240 48	63 04	4223 17	7426 76	369 71	67 42	1035 86	19414 27	2645 98
Iowa.....	3167 64	11 15	6296 06	10662 67	1025 47	490 49	3101 89	28191 46	4637 60
Jackson.....	989 86	.....	1616 66	4768 02	199 11	62 50	664 34	8489 40	3778 88

Jefferson,.....	6071 24	605 54	8184 06	15943 06	1360 53	389 77	4640 51	36138 16	4612 83
Juneau,.....	1765 07	37 25	4718 82	7610 79	314 67	50 70	935 13	15722 48	3982 83
Kenoa,.....	2007 56	72 00	3276 67	7652 06	897 31	179 64	1767 06	15852 30	1656 79
Keweenaw,.....	561 99	.....	1481 00	2640 02	804 25	115 85	474 49	5647 46	2025 62
La Crosse,.....	2446 14	276 03	4326 23	8539 78	748 50	160 83	676 88	17214 03	3837 16
La Fayette,.....	2811 68	11 00	6372 01	9803 48	2565 77	190 18	2886 46	24309 06	3385 98
Manitowoc,.....	3862 83	53 51	10382 21	11614 52	2076 20	427 81	3138 10	31535 18	17782 15
Marathon,.....	505 57	79 83	2839 20	3061 26	807 68	120 81	992 09	8179 82	2969 90
Marquette,.....	366 15	20 70	1761 36	4728 54	484 72	188 80	612 50	8280 14	789 94
Milwaukee, 1st Dist.,	2057 15	33 20	1899 03	6525 00	715 55	99 94	1210 84	12541 86	1519 79
" 2d Dist.,.....	3023 77	21 38	2866 00	1819 00	170 80	839 71	45594 25	55351 33	1039 53
Monroe,.....	2349 94	33 25	2908 57	9188 52	1845 50	235 65	2238 59	18267 50	4511 84
Oconto,.....	713 40	5 00	1066 00	2632 13	209 83	32 50	992 48	5506 88	1453 84
Outagamie,.....	2273 53	17 00	2129 60	8348 23	550 62	204 37	911 96	14417 91	2907 05
Ozaukee,.....	1912 52	12 05	783 00	2104 53	547 37	142 76	425 34	5710 78	1354 47
Pepin,.....	1762 52	23 12	2798 80	5738 11	841 36	112 77	684 60	12667 37	3733 18
Pierce,.....	1767 91	4 93	594 00	1907 45	235 04	125 74	202 98	4202 00	1337 31
Polk,.....	1181 84	11 57	2855 34	7164 97	436 55	111 30	749 57	12329 09	2018 75
Portage,.....	1570 65	11 57	3067 69	17343 12	755 23	130 51	4290 28	29488 58	2494 01
Racine,.....	3231 31	234 29	6249 50	8708 85	873 70	124 40	1047 71	20401 96	5034 13
Richland,.....	3630 88	41 50	6165 56	15944 02	1692 47	309 52	5709 49	35946 53	6054 27
Rock, 1st Dist.,.....	4247 19	85 10	5153 80	15076 11	631 35	236 41	4859 69	30204 50	12693 86
" 2d Dist.,.....	4462 32	206 10	6165 56	15944 02	1692 47	309 52	5709 49	35946 53	2177 46
St. Croix,.....	2631 42	205 09	2300 30	6370 98	580 78	306 84	1695 60	15961 30	6009 87
Sauk,.....	2386 30	178 92	5905 55	16743 29	2269 27	203 40	1969 72	30862 25	322 42
Shawano,.....	233 25	.....	420 00	1047 00	359 88	20 00	132 16	2219 28	6438 35
Sheboygan,.....	6039 49	113 51	7707 00	14005 38	4126 23	363 05	2737 85	35142 95	1849 45
Trempealeau,.....	2875 25	100 00	1258 60	4518 69	549 19	160 33	1245 32	9588 39	4159 37
Vernon,.....	2224 72	63 50	4550 79	8111 45	1316 99	193 18	1109 56	17576 14	4972 16
Walworth,.....	9411 87	66 25	12607 04	16717 78	2358 84	740 31	4899 09	46125 41	3042 83
Washington,.....	1691 98	348 46	10035 10	7114 86	633 33	274 27	1018 56	19937 58	5189 80
Waukesha,.....	2483 34	70 30	1799 68	16258 31	2901 02	367 82	3867 06	31311 74	17701 26
Waupaca,.....	1988 74	41 68	3666 75	9410 21	674 18	125 38	1794 25	17701 26	6712 17
Waushara,.....	974 27	2 37	1686 83	6189 77	1339 21	78 68	641 83	10195 69	2303 30
Winnebago,.....	12915 37	61 82	7270 08	19775 49	1839 86	555 64	3972 84	46441 10	14705 99
Wood,.....	348 25	57 00	1434 76	2503 30	35 00	19 50	585 89	5328 67	51 18
Totals,.....	174 903 97	4500 97	229952 23	416941 85	77063 27	12066 31	160054 55	1192009 65	233568 80

TABLE No. 7.—TEXT BOOKS.
NUMBER OF DISTRICTS USING THE DIFFERENT BOOKS MENTIONED.

COUNTIES.	SPELLERS.					HEADERS.					ARITHMETICS.					HISTORY OF U. S.						
	Sanders.	McGuffey.	National.	Wilson.	Town.	Worcester.	Webster.	Sanders.	McGuffey.	National.	Wilson.	Hillard.	Thompson.	Davies.	Ray.	Adams.	Robinson.	Stoddard.	Willard.	Monteith.	Willson.	Goodrich.
Adams.....	45	8	4	1	1	1	1	35	6	10	1	1	1	9	38	4	1	1	1	8	1	1
Ashland.....	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Bayfield.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Brown.....	7	53	1	1	1	1	1	6	55	1	1	1	8	54	5	5	5	5	5	5	5	5
Buffalo.....	21	6	19	1	1	1	1	21	7	18	1	1	11	14	15	1	1	1	1	1	1	1
Burnett.....	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Calumet.....	49	8	1	1	1	1	1	46	9	6	1	1	34	8	8	1	1	1	1	1	1	1
Chippewa.....	9	14	2	1	1	1	1	8	13	1	8	1	6	14	1	1	1	1	1	1	1	1
Clark.....	13	13	1	1	1	1	1	119	7	13	1	1	87	18	25	29	29	29	29	29	29	29
Columbia.....	125	6	1	1	1	1	1	15	75	3	1	1	18	78	18	18	18	18	18	18	18	18
Crawford.....	112	7	2	1	1	1	1	102	15	1	1	1	56	8	40	3	3	3	3	3	3	3
Dane, 1st District.....	90	15	3	1	1	1	1	90	14	5	1	1	17	19	72	1	1	1	1	1	1	1
" 2d	79	10	1	1	1	1	1	75	24	2	2	1	59	16	39	1	1	1	1	1	1	1
Dodge, 1st District.....	79	6	12	1	1	1	1	65	11	20	1	1	44	13	44	1	1	1	1	1	1	1
" 2d	2	15	3	1	1	1	1	2	16	1	1	1	1	4	13	1	1	1	1	1	1	1
Door.....	2	15	3	1	1	1	1	2	16	1	1	1	1	4	13	1	1	1	1	1	1	1
Douglas.....	4	4	1	1	1	1	1	4	4	4	1	1	1	4	4	4	4	4	4	4	4	4
Dunn.....	36	2	1	1	1	1	1	36	2	1	1	1	7	1	29	2	2	2	2	2	2	2
Eau Claire.....	23	19	6	1	1	1	1	19	2	1	1	1	14	10	8	1	1	1	1	1	1	1
Fond du Lac.....	142	27	1	1	1	1	1	124	36	1	1	1	174	29	1	28	28	28	28	28	28	28
Grant.....	7	137	48	1	1	1	1	168	15	1	1	1	15	10	169	10	10	10	10	10	10	10
Green.....	49	72	1	1	1	1	1	30	68	22	22	1	15	1	102	1	1	1	1	1	1	1
Green Lake.....	64	11	1	1	1	1	1	67	5	1	1	1	41	14	12	1	1	1	1	1	1	1
Iowa.....	12	77	8	1	1	1	1	12	95	6	1	1	41	14	12	1	1	1	1	1	1	1
" 2d	19	23	1	1	1	1	1	17	21	2	2	1	1	37	1	1	1	1	1	1	1	1

TABLE NO. 7—TEXT BOOKS.

NUMBER OF DISTRICTS USING THE DIFFERENT BOOKS MENTIONED.

COUNTIES.	GEOGRAPHY.					GRAMMAR.					PHYSIOLOGY.		ALGEBRA.			
	McNally.	Monteith.	Cornell.	Mitchell.	Warren.	Smith.	Clark.	Green.	Wells.	Pinneo.	Kerl.	Brown.	Cutter.	Davies.	Robinson.	Ray.
Adams.....	29	8	4	11	.....	.....	40	.....	1	.....	.....	.....	.....	.....	1	.....
Ashland.....	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bayfield.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brown.....	.....	5	40	10	.....	.....	3	.....	46	1	.....	.....	1	.....	1	.....
Buffalo.....	22	.....	.....	10	.....	.....	16	.....	5	.....	.....	1	.....	.....	.....	.....
Burnett.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calumet.....	6	8	32	.....	.....	.....	34	.....	4	.....	.....	.....	.....	.....	.....	.....
Chippewa.....	3	9	9	.....	.....	.....	12	.....	2	.....	.....	.....	.....	1	.....	.....
Clark.....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbia.....	18	.....	72	37	.....	.....	70	.....	.....	.....	.....	30	6	.....	15	.....
Crawford.....	.....	23	.....	34	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dane, 1st district.....	.....	27	47	5	6	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dane, 2d district.....	71	.....	11	19	.....	.....	54	8	.....	.....	.....	5	3	.....	1	5
Dodge, 1st district.....	.....	.....	.....	.....	.....	.....	65	27	.....	.....	.....	.....	6	.....	1	10
Dodge, 2d district.....	69	.....	24	56	.....	.....	62	.....	.....	.....	.....	.....	.....	.....	.....	7
Door.....	11	.....	25	2	.....	.....	78	3	2	1	.....	8	6	.....	7	22
Douglas.....	.....	.....	6	1	.....	.....	2	.....	.....	.....	.....	.....	1	.....	.....	.....
Dunn.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dunn.....	8	.....	32	.....	.....	.....	26	.....	1	.....	.....	.....	1	.....	1	.....
Eau Claire.....	.....	1	28	.....	.....	.....	28	.....	.....	.....	.....	.....	2	1	1	.....
Fond du Lac.....	47	.....	103	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grant.....	128	.....	20	19	.....	.....	44	.....	5	125	.....	.....	4	.....	.....	9
Green.....	.....	1	91	15	4	1	5	4	.....	97	.....	1	.....	.....	.....	5
Green Lake.....	44	.....	21	10	.....	.....	68	.....	.....	.....	.....	3	.....	.....	7	13
Iowa.....	97	.....	2	4	.....	.....	29	.....	.....	47	.....	.....	1	.....	5	3
Jackson.....	4	17	.....	.....	.....	5	14	.....	.....	11	.....	.....	.....	.....	.....	.....

	70	47	6	27	1807	142	64	765	47	128	111	180	102	149
Jefferson.....	70	47	6	27	1807	142	64	765	47	128	111	180	102	149
Juneau.....	1	1	1	1	12	12	12	84	8	13	6	6	16	6
Kenosha.....	49	37	4	4	49	49	49	10	10	10	2	10	10	6
Kewaunee.....	1	8	9	9	10	10	10	10	10	10	3	4	4	6
La Crosse.....	65	65	65	65	36	36	36	12	10	10	3	3	3	3
La Fayette.....	6	9	5	2	8	8	8	11	11	11	3	6	6	3
Manitowoc.....	8	31	19	15	5	5	5	15	37	1	1	1	1	3
Marquette.....	12	22	22	10	17	17	17	17	17	3	1	6	6	3
Marathon.....	10	22	22	10	17	17	17	17	17	3	1	6	6	3
Milwaukee, 1st district.....	6	8	20	8	13	13	13	12	12	11	1	13	13	1
Milwaukee, 2d district.....	4	2	16	9	6	9	9	7	7	7	9	8	9	1
Monroe.....	62	62	62	62	23	23	23	7	7	7	1	7	7	1
Oconto.....	1	3	12	1	1	1	1	6	6	2	1	8	8	1
Outagamie.....	17	38	6	10	38	38	38	14	14	15	1	1	1	1
Ozaukee.....	27	10	17	17	19	19	19	15	15	15	1	1	1	1
Pepin.....	13	13	13	13	2	2	2	2	2	2	1	2	2	1
Pierce.....	18	20	7	7	14	14	14	10	10	10	5	4	4	2
Polk.....	16	3	7	1	14	14	14	1	1	1	2	6	6	2
Portage.....	4	23	25	1	38	38	38	1	1	1	2	2	2	2
Racine.....	68	68	68	68	39	39	39	27	27	27	2	11	11	2
Richland.....	27	36	2	26	58	58	58	18	18	18	5	9	9	7
Rock, 1st district.....	1	6	62	6	26	26	26	14	14	14	5	6	6	6
Rock, 2d district.....	1	6	62	6	26	26	26	14	14	14	5	6	6	6
St. Croix.....	18	3	53	5	14	14	14	6	6	6	2	2	2	1
Sauk.....	72	57	1	8	107	107	107	1	1	1	2	7	7	1
Shawano.....	1	7	5	5	6	6	6	4	4	4	3	13	13	1
Sheboygan.....	79	54	4	7	64	64	64	4	4	4	2	4	4	2
Trempealeau.....	32	4	4	8	34	34	34	1	1	1	2	4	4	2
Vernon.....	53	8	18	1	65	65	65	66	66	66	9	12	12	12
Walworth.....	28	83	16	1	65	65	65	21	21	21	3	7	7	4
Washington.....	94	8	21	11	58	58	58	17	17	17	2	11	10	4
Waukesha.....	10	82	21	11	71	71	71	6	6	6	2	11	10	4
Waupaca.....	7	51	11	11	55	55	55	10	10	10	1	8	8	6
Waushara.....	37	31	4	4	52	52	52	4	4	4	6	5	5	1
Winnebago.....	54	34	7	2	68	68	68	11	11	11	1	1	1	1
Wood.....	7	12	2	2	1	1	1	1	1	1	1	1	1	1
Totals.....	1337	861	1138	416	52	27	1807	142	64	765	47	128	111	180

TABLE NO. 8.

TEACHERS' CERTIFICATES.

COUNTIES.	FIRST GRADE.		SECOND GRADE.		THIRD GRADE.		Total.	Salary of County Superintendent.
	Males.	Females.	Males.	Females.	Males.	Females.		
Adams,			1	3	8	90	102	\$350
Ashland,						1	1	.....
Bayfield,						2	2	.....
Brown,	2			1	18	53	74	600
Buffalo,			3		21	31	55	400
Burnett,						2	2	15
Calumet,					19	68	87	475
Chippewa,			1		2	35	38	250
Clark,					5	18	23	.....
Columbia,	1	2	2	3	79	254	341	1,000
Crawford,								400
Dane, (1st Dist.) ..	2				85	155	192	750
Dane, (2d Dist.) ..		1			25	165	191	750
Dodge, (1st Dist.) ..					10	56	66	600
Dodge, (2d Dist.) ..	3		1	6	57	179	246	600
Door,					7	22	29	350
Douglas,						5	5	35
Dunn,	1				19	58	78	400
Eau Claire,		2	7	1	3	41	54	600
Fond du Lac,		1	2	9	66	220	298	1,500
Grant,	1	2	3	3	69	205	283	800
Green,	1		5	4	37	126	173	800
Green Lake,	1		2		9	84	96	400
Iowa,			2	6	29	115	152	700
Jackson,					1	36	37	250
Jefferson,				4	57	175	236	800
Juneau,	2			3	9	85	99	400
Kenosha,	1		5	5	15	75	101	500
Kewaunee,					12	29	41	300
La Crosse,					6	51	57	650
La Fayette,	2			2		132	136	.....
Manitowoc,					42	85	127	800
Marathon,				1	10	11	22	300
Marquette,					8	58	66	450
Milwaukee, (1st dist)	1			2	6	37	46	500
Milwaukee, (2d dist)					16	12	28	250
Monroe,			3		25	161	189	500
Oconto,	1				3	16	20	550
Outagamie,					4	57	61	400
Ozaukee,			1		41	32	74	600
Pepin,			1		7	50	58	150
Pierce,	1			2	12	65	80	400
Polk,			1	2	2	24	29	200
Portage,	1	5	1	5	20	53	85	550
Racine,	1			2	7	80	90	800
Richland,	3		1	4	46	110	164	500
Rock, (1st Dist.) ..					21	124	145	600

TABLE NO. 7—TEACHERS' CERTIFICATES—Concluded.

COUNTIES.	FIRST GRADE.		SECOND GRADE.		THIRD GRADE.		Total.	Salary of County Superintendent.
	Males.	Females.	Males.	Females.	Males.	Females.		
Rock, (2d Dist.).....					5	101	106	600
St. Croix.....	1	1	1	6	11	44	64	550
Sauk.....	3		1		61	189	254	750
Shawano.....					2	16	18	200
Sheboygan.....	2	1	1		10	86	100	800
Trempealeau.....	2				27	56	85	450
Vernon.....					28	86	114	550
Walworth.....	3	1		1	43	136	184	750
Washington.....	1		8	5	42	79	126	1,000
Waukesha.....	2		1	4	33	116	156	800
Waupaca.....	4	2	2	8	25	84	125	500
Waushara.....								
Winnebago.....	4		1	1	26	150	182	600
Wood.....			1		2	18	21	300
Totals.....	47	18	58	93	1,203	4,695	6,114	.....

TABLE NO. 9.—ABSTRACT OF THE REPORTS OF TEACHERS' INSTITUTES, FOR 1886.

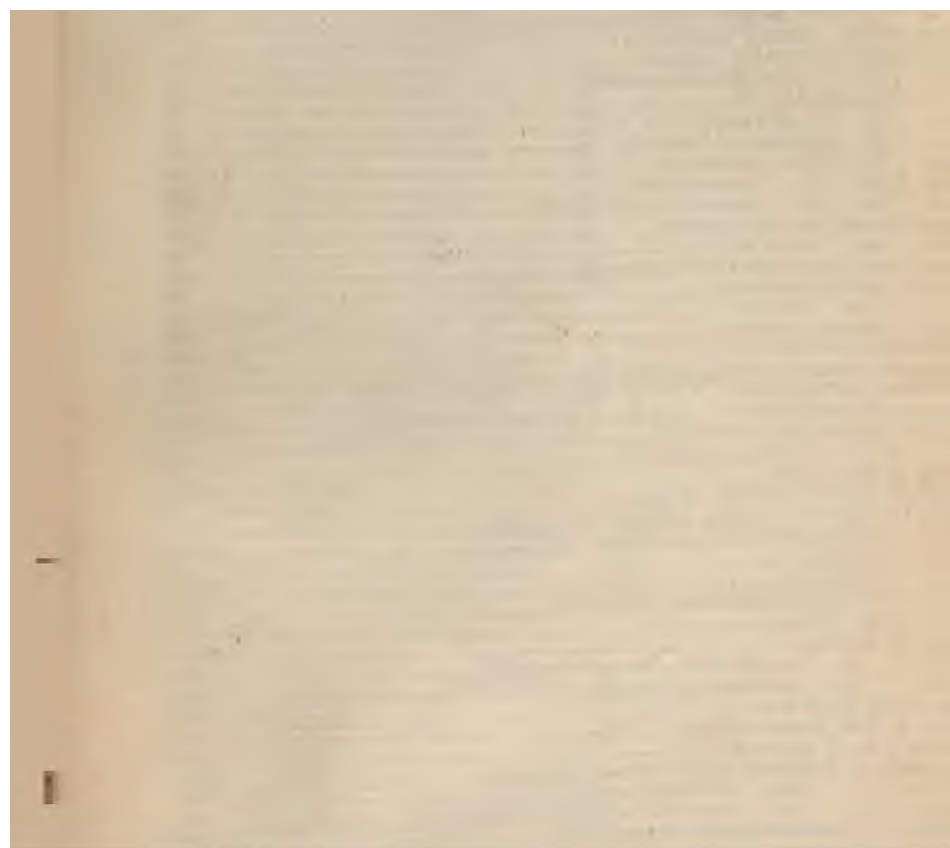
Counties.	Where held.	When held.	By whom conducted.	No. Teach. Pre'nt	Names of Lecturers.
Adams.....	Friendship.....	Sept. 19 to Nov. 29.....	Wm. Risk and G. M. Witter.....	10	William Risk.....
Buffalo.....	.....	Oct. 15, 16 and 17.....	.....	.....	.....
Columbia.....	Columbus.....	Oct. 20.....	D. W. Rosenkrans & E. F. Bingham.....	50	D. B. Rosenkrans.....
Dane, 1st Dist.....	Sun Prairie.....	March 25.....	O. O. Stearns.....	28	O. O. Stearns.....
Dane, 2d ".....	Stoughton.....	Oct. 8.....	J. G. McMynn & O. O. Stearns.....	.....	J. G. McMynn.....
Dodge, West Dist.....	Beaver Dam.....	Nov.....	Prof. Picket.....	60	.....
Dunn.....	Menomoneie.....	April 9 to 14.....	Carroll Lucas.....	20	E. G. Benjamin, A. J. Messenger.....
Eau Claire.....	Eau Claire.....	April.....	A. Kidder & H. C. Howland.....	60	Reva Lockwood & Barland.....
Grant.....	Lancaster.....	April 2 to 6.....	D. Gray Furman.....	112	M. Shaffer, J. J. Copp, C. D. Shrader.....
Green Lake.....	Dartford.....	Sept. 18 to Oct. 26.....	A. A. Spencer.....	20	Dr. Barton, Prof. Montague, Judge Dunlap, J. H. Foster.....
Iowa.....	Dodgeville.....	.....	.....	.....	.....
Jackson.....	Neillsville, Clark Co.....	Oct. 31 to Nov. 2.....	J. S. Dore.....	12	.....
Juneau.....	Mauston.....	Oct. 13.....	Geo. P. Kenyon.....	40	J. G. McMynn, G. Graham, G. P. Kenyon.....
Kenosha.....	Wilnot.....	Oct. 9 to 19.....	A. A. Griffith & R. Graham.....	60	J. G. McMynn, Rev. Mr. Norton.....
La Crosse.....	La Crosse.....	April 14 to 17.....	J. E. Atwater.....	57	E. E. Bentley, B. F. Montgomery, N. C. Chapin & J. E. Atwater.....
Marathon.....	Berlin.....	Jan. 15 to Feb. 15.....	J. J. Hoffman.....	6	.....
Monroe.....	{Plover, Portage Co. Sept. 24 to 29.....	.....	Supts. Alban & Harris.....	.....	.....
Pepin.....	Tomah.....	March 20.....	G. W. Kellogg.....	40	J. H. Magoffin, W. N. Mason.....
Folk.....	Durand and Pepin.....	Aug. 22 and 24.....	J. R. Hanan.....	12	J. E. Springer, M. Shaw, J. R. Hanan.....
Portage.....	Falls St. Croix.....	Nov. 18 and 20.....	R. H. Clark.....	20	H. D. Barron, C. B. Brooks, Rev. A. B. Peabody.....
Richland.....	Plover.....	Sept. 25 to 28.....	J. Myron & W. K. Albana.....	35	Rev. J. W. Harris.....
St. Croix.....	Richland Center.....	Oct.....	Rev. Wm. C. Wright.....	41	Rev. Wm. C. Wright.....
Walworth.....	Richmond.....	Oct.....	A. H. Weld.....	30	A. H. Weld and Dr. Bullard.....
.....	{Darien.....	May 25 and 26.....	O. T. Bright.....	45	John G. McMynn.....
.....	{East Troy.....	Sept. 19 to 21.....	O. T. Bright.....	12	.....
.....	{Pewaukee.....	.....	I. N. Stewart.....	89	Robert Boyd, D. D.....
.....	{Waterville.....	.....	".....	37	Dr. Barrett.....
Waukesha.....	{Mukwonago.....	.....	".....	38	S. D. Gaylord.....
.....	{New Berlin.....	Mar. 26 to Apr. 26.....	".....	27	I. N. Stewart.....
Washara.....	Waukesha.....	Sept. 8 to 14.....	".....	61	.....
Winnebago.....	Pino River.....	April 16 to 19.....	John Austin.....	60	Rev. Jas. McLean.....
.....	Menasha.....	Sept.....	J. E. Munger.....	65	Rev. M. Walker, Prof. R. Z. Ma-son and J. E. Munger.....
Wood.....	Grand Rapids.....	April 23 to May 7.....	H. J. Jackson, H. Tyler and J. W. Harris.....	18	H. J. Jackson, H. Tyler, H. B. Phil-ico, G. F. Witter, Rev. Mr. Fish.....

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ANNUAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION
OF THE
STATE OF WISCONSIN.

FOR THE SCHOOL YEAR ENDING AUG. 31, 1874.

EDWARD SEARING,
SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.:
ATWOOD & CULVER, PRINTERS AND STEREOTYPERS.
1874.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10, 1874.

To His Excellency, WM. R. TAYLOR,
Governor of Wisconsin:

SIR:—I have the honor to submit, through you, to the Legislature, the Annual Report of the Department of Public Instruction, for the year ending August 31, 1874.

I am, sir, very respectfully,

Your obedient servant,

EDWARD SEARING,
Superintendent of Public Instruction.

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STATE OF WISCONSIN.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10, 1874.

To the Legislature of Wisconsin:

GENTLEMEN: In my first annual report, hereby submitted, I premise, in rapid outline, a statement of the general educational condition of the state, mentioning respectively its defects and excellencies as they have appeared to me during the observations of the past year.

The usual statistical summaries then follow, and, after these, will be found a more or less full discussion and illustration of what I conceive to be some of the chief and immediate needs of the educational cause. The wide-spread interest in the question of "Compulsory Attendance," has also led to a somewhat full consideration of the subject, to which I respectfully invite candid and dispassionate attention.

If the defects enumerated outnumber the excellencies mentioned, I trust I shall find justification in that provision of law which expressly directs me to communicate "a knowledge of exist-

B—Surr.

ing defects and desirable improvements," without making it my duty to praise what is excellent and needs no improvement.

While for the full consideration of details respecting most of these subjects, I refer to other parts of the volume, the following outline will here give, in brief form, a clear synopsis of what seem to me manifest

DEFECTS.

(1) The schools are, to an injurious extent, supported by local taxation. Less than one-twelfth of their entire cost comes directly from the state. Hence, there is great diversity in their character—those in cities and wealthy districts being good—those in the least wealthy portions of the state being often very poor. This subject is fully illustrated elsewhere and the remedy suggested—a uniform state tax.

(2) There is a great lack of facilities for secondary or academic instruction. The large majority of the children have access only to the common primary or mixed schools. Nothing beyond is accessible to them; and the teachers themselves receive insufficient training in the same schools in which they are afterwards instructors. This is a serious evil, the remedy for which is elsewhere presented and fully discussed.

(3) A lack of uniformity in text-books, and, with many children, an absolute want of text-books, constitute a source of great confusion and weakness in the schools. Moreover, while pupils are obliged to purchase text-books the schools are not properly "free." The only thoroughly satisfactory remedy—uniform and free text-books—is fully set forth, and to this earnest attention is invited.

(4) There are unnecessary elements of great weakness in the present system of county supervision. The election of superintendents in the same manner and at the same time as ordinary political officers secures many unfit men, makes the office precarious in tenure, puts a premium upon the unfaithful performance of duty, and renders systematic and continued efforts for advancement impossible, thus destroying three-fourths of the value of what might be *the most efficient means of progress among all the educational agencies of the state*. Great gain can be effected by the system of uniform state examinations recommended; but the *greatest gain* will come from a wise system of appointment that *shall secure competent men, insure their permanent retention (dur-*

ing good behavior), and make them independent and fearless in the performance of duty.

(5) The adoption of the township system of government would be a great advance over the present independent and weak district system. To the consideration of this subject attention is earnestly directed.

(6.) The eligibility of women to all school offices would contribute to the advancement of educational interests. Very many intelligent and capable women can be found, whose judgment, interest in schools, knowledge of juvenile character and needs, and, frequently, experience in the practical work of teaching, would be of great service in the outside management and supervision of schools.

(7.) The State University is in pressing and immediate need of enlarged accommodations for its growing departments. Nothing in the educational situation is more discreditable to the great and intelligent state of Wisconsin than the present shamefully poor and inadequate accommodations for instructional purposes of its chief educational institution—the one designed to offer instruction and training supplementing that of all beneath it. The solitary building devoted to library and cabinets, and to class and lecture rooms for all the colleges and departments of the University, is, in calm view of all the circumstances, a standing disgrace to the state. Without dishonoring the least spacious and convenient of the four excellent Normal School edifices of the state, by a comparison with "University Hall," it can be truthfully said that Wisconsin has fifty cities and villages with high school buildings far more convenient, far better furnished, far more attractive and more healthful than this building which I have elsewhere justly denominated one of the most "ill contrived, inconvenient and thoroughly absurd edifices probably ever erected for educational purposes in this country." To what I have there said of the University, its present needs, its relations to the state and to the other schools of the state system, I invite earnest attention.

(8.) There is an unwise inconsistency, both in the school law and in practice, respecting the length of a school month. In cities and villages the school month is almost uniformly twenty days; and it is the same in probably one half the country districts. It is desirable that in this matter there should be uniformity, and since the law sanctions *only five school days in a week*, it is altogether de-

sirable that the convenient decimal number of days now recognized by the majority of districts should be rendered by statute the legal month throughout the state.

(9.) There is still in the state a large number of inconvenient, unsightly, unhealthy, and every way inappropriate school-houses. These are by no means always in localities where poverty can justly be assigned as an excuse. What is even worse, many school premises are reported without suitable, or indeed decent, outhouses, and not a few are absolutely destitute of these appendages which even a semi-civilization might be supposed to consider indispensable.

(10.) The schools of the state, especially in the country districts, are in a great measure poor. The teachers are young, inexperienced, untrained, and are perpetually changing. They are to a large extent young girls, who have received no special training for their work, and who have, as is elsewhere stated, received their instruction only in the very schools, or class of schools in which they afterwards teach.

(11.) Attendance is very irregular, especially in country districts. While, as elsewhere stated, very few children of the state fail to receive *any* instruction in the schools, large numbers fail to receive that *amount* of instruction to which the period of their nominal attendance would seem to entitle them. This is not only a great injury to these who do not, but also to those who do attend regularly. I can see no remedy for this irregularity except (1) in better supervision, and (2) in a more enlightened public opinion.

(12.) Even in those places favored with the best high schools there is a lamentable inclination on the part of young men, especially, to leave school just at the time when they are prepared to enter upon those higher disciplinary studies for which the more elementary courses have prepared them. At fifteen or sixteen years of age, the boy becomes impatient of the work and restraints of school. He feels himself a man, ready to engage in "business." Thus when a class "graduates" even from the slender course of some of the best high schools, it is composed almost exclusively of girls; and the one, two or three boys of the class, who have been deserted by their comrades, feel themselves in a sort of dishonored minority. Here is an error which calls loudly for a more enlightened public opinion to check.

ENCOURAGING FACTS AND OMENS.

While the above constitute the less satisfactory features of our educational condition at the present time, the following are the more hopeful and encouraging facts and omens:

(1) A public opinion that is slowly but constantly becoming more enlightened, demanding better teachers, better buildings and more abundant means of illustration, with a corresponding willingness to incur the necessarily increased expense.

(2.) An increasing number of well qualified teachers, and a greater tendency towards permanence in the work. With an increase in the number of tolerably well paid, permanent and honorable positions there has grown up a professional sentiment, an *esprit du corps*, among the teachers of the state. This is abundantly manifest in many ways.

(3.) Nothing shows it more clearly that the teachers' associations which have recently sprung up into vigorous being in all parts of the state. The monthly or semi-monthly meetings of these are often largely attended, and are means of great profit to teachers, and of more advanced opinions among the people.

(4.) There is a more marked tendency towards a harmonious co-operation of all educational forces in the state, both public and denominational or private. Mutual jealousies are disappearing. In the annual meetings of the State Teachers' Association, all classes of instructors, from those of primary schools, to university and college presidents, contribute to the common advantage of the common cause by their presence and their words. Colleges and Universities, Academies, Normal schools, High schools, Graded and Primary schools, all meet in harmonious and profitable representation, and peculiar views are generally received and discussed with that toleration and respect which befit intelligent men and women working under different names and organizations, but for a common end.

(5) The Normal Schools of Wisconsin, as now thoroughly organized and equipped, are doing a noble work for the state. Men may differ as to the proper name of that work, but that it is in itself beneficial, and such as the state needs in much larger measure, no competent man who has personally examined them will be inclined to deny. Wisconsin can justly boast of her Normal Schools as being equaled by few, and probably surpassed by none, elsewhere in

the Union. Whether in the noble fund that supports them, in the intelligent and conscientious management that controls them, in the capable faculties that officer them, or in the pupils that fill their attractive, spacious and well appointed halls, they are an honor to the state and worthy of its confidence.

(6) The State University is, in its higher and no less important sphere, doing all that its less fortunate and independent pecuniary circumstances will permit. Of its able and popular president, its thoroughly competent, but not sufficiently numerous, professors, and its large number of earnest students, I have elsewhere spoken. With the liberal endowment possessed by the Normal Schools, added to its present vigorous management, I believe it would, in five years, have a constant attendance of a thousand students, and rank with the best universities in America.

(7) The High Schools of the cities and larger villages are often thoroughly admirable in equipment and management, and are doing excellent service for those so fortunate as to enjoy their advantages. It is mainly those schools that secure as their teachers the graduates of the Normal Schools. This must continue to be the case until a new grade of schools shall be organized for the benefit of country districts—schools offering salaries commensurate with the cost of the higher skill and attainments they require.

(8.) While marked improvement has been and is now being made in the respects I have mentioned, the common mixed schools of country districts have not advanced in proportion; and yet I believe improvement has been made in these, in many counties of the state. This is chiefly owing to the vigorous institute system, now in operation, carrying the knowledge of improved methods and the inspiration of earnest and accomplished men almost to the doors of country school-houses. The value of institutes, in the absence of more permanent means of qualifying primary teachers, and under the present system of small wages, young teachers and constant change, can scarcely be overestimated.

(9.) The denominational or private colleges and other educational institutions of the state have enjoyed a year of more than usual prosperity. I can not but consider this a cause for satisfaction. However much the state may do, there will always be room for well directed and sustained private educational enterprises. It should not be the policy of the state to discourage such, but rather the reverse. As the state becomes more populous, the field for both pub

lic and private endeavor widens. The future prosperity of the public schools does not necessarily involve diminished success for private schools. Where the field is so broad and is becoming constantly broader, friendly rivalry between state and denominational institutions may easily be beneficial to both and to the common interests of all classes.

STATISTICS.

In accordance with the general requirements of chapter 32 of the general laws of 1874, the statistical tables have been much reduced in extent by giving them only by counties, and omitting the items by towns.

I.—SCHOOL DISTRICTS.

The whole number of regular districts reported by the county superintendents is 4,276, an increase since last year, in this class of districts, of only 1. The previous year there was an increase of 80. The number of parts of districts returned is 2,191, making, by the usual estimate of $2\frac{1}{2}$ parts to a district, 974 joint districts, or 44 more than last year. The whole number of districts, therefore, not including those cities which are not under the jurisdiction of county superintendents, is 5,250. Last year the number, excluding the cities, was 5,205, so that the total increase in districts is 45. The number of cities now reporting independently is 24.

II.—CHILDREN OVER FOUR AND UNDER TWENTY YEARS OF AGE.

The number reported is 453,161, an apparent increase from last year of 17,159. During the previous year the apparent increase, after correcting an error in addition, was only 2,284. No reason can be assigned for so great a difference except the unreliable character of the statistics gathered under our present system of reporting by district clerks.

III.—NUMBER OF CHILDREN OF SCHOOL AGE IN THOSE DISTRICTS WHICH MAINTAINED SCHOOL FIVE OR MORE MONTHS.

The number reported under this head is 449,034, which is 5,127

less than the whole number of school age, a difference considerably greater than that exhibited last year.

IV.—TOTAL NUMBER OF PERSONS ATTENDING THE PUBLIC SCHOOLS.

The number of children between four and twenty years of age, who have attended the public schools is 276,878; the number under four years of age who have attended is 499, and the number over twenty, 1,391, making the total number 278,768; a decrease from last year of 4,702; which is more surprising, in view of the fact that the increase in school population seems to be so large. It is presumed that more children than usual have been kept out of school and at work.

Tabulating all classes of pupils, the following is the result for 1873 and 1874:

	1873.	1874.
The number reported as attending public schools, is	288,477	278,768
The number reported as attending private schools, is	9,581	10,878
The number reported as attending academies and colleges is	2,544	1,628
The number estimated for benevolent institutions, is	1,225	1,125
Total.....	296,827	292,394

V.—TEACHERS AND TEACHERS' WAGES.

According to the returns made, the number of teachers required in all the schools is 6,126, and the number actually employed some part of the year was 9,332.

The average wages of male teachers, in the country districts, is \$47.44 per month, and that of females, \$32.13. This is a considerable increase from the average wages reported last year, which were \$43.38 for males, and \$27.52 for females.

In the cities, the average for male teachers has increased from \$1,091 to \$1,148 per annum, and that for female teachers has decreased from \$377 to \$371.

VI.—TEACHERS' CERTIFICATES.

The whole number granted (exclusive of those issued in the cities and state certificates), was 7,395. which is 124 less than the number

of the previous year. The items for the past two years are as follows :

	1873 1st gr.	1874 1st gr.	1873 2d gr.	1874 2d gr.	1873 3d gr.	1874 3d gr.	1873 Total.	1874 Total.
To males	107	99	250	240	2,059	1,920	2,416	2,259
To females	29	50	250	268	4,927	4,918	5,206	5,236
Totals.....	136	149	500	508	6,986	6,838	7,619	7,495

It will be observed that the decrease is on the side of male teachers, being 157, while female teachers have increased to the number of 30, and somewhat in the number receiving the higher grades of certificates.

In the cities, the number of certificates issued was 55 of the 1st grade; 42 of the 2d, and 426 of the 3d; in all, 513; which, added to the number above, with 2 state certificates, make a total of 8,260.

VII.—STATE CERTIFICATES.

An examination for state certificates was held in July last, under the direction of Prof. Duncan McGregor, of Platteville. Prof. W. D. Parker, of Janesville, and Supt. Kirwan, of Manitowoc county, as examiners. Their official report shows that only two of the fourteen applicants were successful. These were Mr. B. F. Anderson, of Burlington, and Mr. J. C. Smith, of Oshkosh. In accordance with the recommendation of the report, the State Superintendent has issued to the former a life certificate, and to the latter a five years' certificate. Two or three other applicants, however, fell but little below the required standard, and their success at the next examination, in case they attend, is nearly assured. It is worthy of note that the deficiencies of these were chiefly in orthoepy and orthography, where, indeed, most of the candidates were signally unsuccessful. A rule of the examiners required the attainment of a at least 70 per cent. in every branch. There was, as I think was proper, no "averaging." A high standing in one branch did not atone for a low one in another. Every subject was considered sufficiently important to fall under the rule. The examination was conducted with equal strictness, fairness and courtesy, and I believe examiners and applicants separated at the close with mutual respect and good will. Not the least satisfactory feature ap-

peared to be the hopeful determination of the unsuccessful aspirants to "try again."

VIII.—GRADED SCHOOLS.

Including the independent cities, the number of schools with two departments is 210, a decrease of 7; and the number with three or more departments is 172, or 39 more than last year. Attention is once more called to the fact that graded schools could be much more extensively introduced, in the rural districts, under the "Town System." The same result would follow in some degree the establishment of town high schools, as elsewhere recommended in this report.

IX.—SCHOOL HOUSES.

The whole number returned is 5,113. The number reported last year was 4,957, showing an increase of 156. The amount expended for building and repairing was \$284,680, or \$23,254 less than last year. Thirty-three different counties have one or more school houses valued from \$5,000 to \$45,000, aside from those embraced in the cities which do not report to the county superintendents. The number of good school houses increases every year, though building has been less active than usual, the past year in the country districts, on account of the "hard times." The school houses of the state will accommodate 319,406 pupils, which is 40,638 more than the whole attendance upon the public schools.

X.—SUMMARY OF GENERAL STATISTICS.

The usual summary of the most important statistics is given below, showing the increase or decrease, in the first table, as compared with the previous year, decrease being indicated by an asterisk (*):

	1873.	1874.	Increase.
Number of school districts, not including independent cities.....	5,205	5,250	45
Number which reported.....	5,130	5,197	67
Number of children over four and under twenty years of age in the state.....	436,001	453,161	17,159
Number of children over four and under twenty years of age in districts maintaining school five or more months..	432,959	449,084	16,075
Number of children over four and under twenty years of age who have attended school.....	281,708	276,878	*4,830

Summary of General Statistics—continued.

	1873.	1874.	Increase.
Total number of the different pupils who have attended the public school during the year	283,477	278,768	*4,709
Average number of days a school was maintained	151	152	1
Number of days' attendance of pupils over four and under twenty years of age	19,812,009	20,900,864	1,098,855
Total number of days' attendance of different pupils during the year	20,211,939	21,090,612	878,673
Number of days schools have been taught by qualified teachers	787,567	804,499	16,932
Number of pupils who have attended private schools	9,581	8,551	*1,030
Number of schools with two departments	217	210	*7
Number of schools with three or more departments	163	172	9
Number of teachers required to teach the schools	5,743	6,129	386
Number of different persons employed as teachers during the year	8,903	9,332	429
Average monthly wages of male teachers in the country	\$43 38	\$47 44	\$4 06
Average monthly wages of female teachers in the country	27 52	32 13	4 61
Average monthly wages of male teachers in the cities	109 10	114 80	5 70
Average monthly wages of female teachers in the cities	37 70	37 10	*60
Number of schools visited by the county superintendents	4,307	4,194	*113
Number of public school houses in the state	4,957	5,113	156
Number of pupils the school houses will accommodate	315,111	319,406	4,295
Number of sites containing less than one acre	3,693	3,742	49
Number of sites well enclosed	1,523	1,494	*29
Number of school-houses built of brick or stone	693	686	*7
Number of school-houses with out-houses in good condition	2,174	3,156	982
Highest valuation of school-house and site	\$75,000	\$75,000	.....

Aggregates of Values and Expenditures.

VALUES.	1873.	1874.
Total valuation of school houses	\$3,995,422	\$3,718,875
Total valuation of sites	425,788	490,118
Total valuation of apparatus	181,826	117,140
Totals	<u>\$4,603,536</u>	<u>\$4,321,133</u>
EXPENDITURES.		
Amount expended for building and repairing.....	\$307,984	\$284,680
Amount expended for apparatus and libraries.....	10,143	16,763
Amount expended for teachers' wages.....	1,417,895	1,302,694
Amount expended for old indebtedness.....	98,336	99,705
Amount expended for furniture, registers and records	41,588	89,302
Amount expended for all other purposes.....	210,816	227,643
Totals	<u>\$2,086,212</u>	<u>\$1,970,885</u>

XI.—RECEIPTS AND EXPENDITURES.

The sums received and expended for school purposes during the year are as follows:

RECEIPTS.		
Money on hand August 31, 1873.....	\$452,055	.....
From Taxes levied for building and repairing.	281,040	.....
From taxes levied for teachers' wages	967,753	.....
From taxes levied for apparatus and libraries.....	13,767	.....
From taxes levied at annual meeting	355,295	.....
From taxes levied by county supervisors.....	267,799	.....
From income of state school fund.....	169,481	.....
From other sources.....	219,868	.....
Total amount received.....		<u>\$2,677,058</u>
EXPENDITURES.		
For building and repairing	\$289,680	.....
For apparatus and libraries.....	16,763	.....
For services of male teachers	559,564	.....
For services of female teachers.....	753,132	.....
For old indebtedness	99,706	.....
For furniture, registers and records	39,303	.....
For all other purposes.....	227,643	.....
Total amount expended.....		<u>\$1,985,791</u>
Money on hand August 31, 1874.....		<u>\$567,396</u>

XII.—EDUCATIONAL FUNDS AND INCOMES.

As appears by the report of the Secretary of State, the gross receipts and disbursements pertaining to the several Educational Funds and the incomes thereof for the fiscal year ending September 30, 1874, were as follows:

	Receipts.	Disbursements
School Fund	\$81,893 11	\$99,114 00
School Fund Income.....	188,763 97	186,272 24
University Fund	8,733 07	10,000 00
University Fund Income ...	43,131 31	43,082 71
Agricultural College Fund	5,424 09	10,950 00
Agricultural College Fund Income.....	18,754 67	18,754 67
Normal School Fund.....	50,756 93	70,511 07
Normal School Fund Income...	80,184 90	61,128 70

XIII.—APPORTIONMENT OF SCHOOL FUND INCOME.

The amount apportioned in June last, on the returns for the school year ending August 31, 1873, was \$183,947. The ratio of apportionment was 42 cents per scholar, the same as for the previous year. It is, perhaps, probable that the ratio may be a little less for the next apportionment.

XIV.—TEXT BOOKS.

The number of districts reported as having "adopted a list of text books" is 1,367, or 44 more than was reported last year. For a detailed statement of the books most used in the different counties, reference is made to Table No. IX. A separate table is given for the cities.

XV.—WEBSTER'S DICTIONARY.

Two hundred and fifty-five copies remained in hand at the date of the last report. The Legislature authorized the purchase of two hundred and fifty copies for the next year ensuing. Of these, one hundred and ninety-eight remained on hand at the close of the account, (December 10,) and will probably be sufficient to fill all applications up to the time of the usual yearly purchase. Of the

three hundred and seven distributed the past year, two hundred and five have been first supplies, in part to new districts or departments, but in many cases to old districts which had previously neglected to apply for them, and one hundred and two have been sold to districts whose first supplies were worn out or lost. To meet the entire demand, for first supplies and sales, up to the usual time of purchase, in 1876, two hundred and fifty (250) copies will probably be needed. The money received for those sold goes into the income of the school fund.

XVI.—CONVENTION OF COUNTY SUPERINTENDENTS.

The annual convention of county superintendents was held in this city Dec. 29, 30 and 31, 1873, my predecessor in office, Hon. Samuel Fallows, presiding. The proceedings are given in the usual place.

XVII.—STATE TEACHERS' ASSOCIATION.

The executive or semi-annual session of this body was held at the same time with the above convention, the members of the two bodies, to some extent, attending both. The proceedings are given elsewhere.

The annual meeting was held in this city July 15, 16 and 17, under the presidency of B. M. Reynolds, Principal of the High School at La Crosse. The proceedings are appended to this report.

The next annual meeting will be held in the city of Eau Claire, under the presidency of J. Q. Emery, Principal of the High School at Fort Atkinson.

XVIII.—COLLEGES AND UNIVERSITIES.

In addition to the State University, the following institutions have reported as required by law: Beloit College, Carroll College, Galesville University, Milton College, Racine College, Ripon College and Wayland University.

The following table presents the usual summary of statistics for the past two years:

	1873.	1874.
Number of Colleges reported (not including State University).....	6	7
Number of members of faculties	61	66
Number graduated at last commencement	63	61
Total number who have graduated	383	610
Number of students in senior classes.....	53	58
Number of students in junior classes.....	56	52
Number of students in sophomore classes	100	85
Number of students in freshman classes.....	129	243
Number of students not in regular classes	143	65
Number of students in preparatory departments	1,275	996
Total number in the institutions	1,756	1,401
Number of acres owned by the institutions	2,851	3,605
Estimated cash value of lands.....	\$66,520	\$98,200
Estimated cash value of buildings	302,500	294,250
Amount of endowment funds, except real estate.....	230,555	303,008
Amount of income from tuition	95,244	86,072
Amount of income from other sources.....	33,017	32,944

NOTE.—In the item of tuition above, is included the amount paid for board also, at Racine College, which is about \$71,000 for 1873 and \$64,000 for 1874; leaving the amount of tuition proper, each year, \$24,244 and \$24,072.

XIX.—ACADEMIES AND SEMINARIES.

Only the following have reported, the statistics of which will be found elsewhere: Elroy Seminary, Elroy, Juneau county, not long since established; Kemper Hall, at Kenosha, and St. Clara Academy at Sinsinawa Mound.

XX.—CHARITABLE AND REFORMATORY INSTITUTIONS.

Reports have again been obtained from most of these institutions, and will be found in their proper places, among other documents appended to this report.

XXI.—TEACHERS' INSTITUTES.

The institutes held during the past year have been conducted, in the most part, as in the previous year, by Professors Robert Graham, Duncan McGregor and Albert Salisbury, from the three normal Schools. As full reports of the institutes are given in the tables, reference is made to them for detailed information.

INTERMEDIATE SCHOOLS.

The need of increased facilities for secondary or academic instruction in our state has long been felt. It has repeatedly found expression in the annual sessions of the State Teachers' Association. It has often found utterance in teachers' institutes, county associations, etc. It has been recognized in the annual messages of our Governors and the annual reports of State Superintendents. It found embodiment last winter in the state legislature, in a bill which passed the assembly, and had many friends in the senate, but, owing to doubts of the wisdom of the particular plan—not, however, of the need of *some* plan—it failed to become a law. That this bill should have been received with so much favor when not originating from nor being endorsed by the teachers of the state, and receiving no support from the Department of Public Instruction, was a fact full of significance. It indicated that the people of the state are widely feeling the want of certain educational facilities they do not now possess, and are willing to endorse and put into statute law a plan for the creation of these facilities, providing, that plan appears to be *a thoroughly wise and practical one*.

Here has been the difficulty. Who could say what was the wisest plan among the many that had been suggested? Who could say that "county academies," or "town high schools," or some modification of the present "graded school" system, would most satisfactorily meet the needs of the people and subserve the best interests of the cause of education in the state?

When, last January, I entered upon the duties of my office, I considered this matter of intermediate schools decidedly the most important educational question in the state. I determined to give it consideration before all others. I wished not only to study the solutions suggested and attempted in other states, but, by careful observation and inquiry in this, to ascertain, as nearly as possible, the real needs and sentiments of our own people respecting this subject. I have to confess, however, that I entered upon the inquiry with slight prejudices in favor of some system of county schools that should supply the long needed "missing link."

As the result of nearly a year's personal observation in many counties of the state, of personal conferences with teachers, school

officers and citizens, and of correspondence with others whom I have not met, I have become entirely convinced of the following facts:

(1) That out of the cities and more important villages, there is a large need and demand for higher educational facilities than the common district schools afford.

(2) That a very large proportion of common school teachers have never enjoyed educational advantages above those offered by the very schools or class of schools in which they are teaching; and that as a consequence of this system of "breeding in," the common schools are to a considerable extent doing feeble and inferior work.

(3) That elementary instruction in the common schools is suffering from a course of studies in these schools too extensive for the time of a single teacher, and inconsistent with that systematic gradation and division of labor which in all other great enterprises accomplish the best and largest results.

(4) That to remedy these evils and to meet the popular need, there should be established a new system of higher schools, widely scattered, and in close relationship with the primary district schools of the state.

Very much has been said by the friends of university or collegiate culture respecting the need of intermediate schools in order to secure the fullest development and welfare of the University, that chief capstone of our state school system. Against this I have not a word to say; but the great popular need I have found to be not a *few long ladders* by which to climb to the solitary peak whence all the wisdom of the earth is under view, but rather many short and convenient and inexpensive ones by which to climb to the broad and fair and wholesome table-land of secondary or academic culture. What is everywhere needed is not so much the *preparatory* school as the *supplementary* school. Therefore, without special and immediate reference to the interests of the University and of those comparatively few pupils who in any event will seek therein that superior culture to which peculiar ambition or peculiar wealth may lead them; without reference just now to anything beyond immediate and substantial benefit to primary teachers and and to thousands of isolated country families, it is my conviction that the system we need to inaugurate is a system of township rather than of county schools.

A single academic school in a county will poorly meet the needs of the great majority of its inhabitants. It will lack the essential and popular element of accessibility. For but a very small fractional part of the children of the county will it supplement the scanty information and training of the primary school with its own broader and more culture-giving course. But put such supplementary high or grammar school in every town, or in a district of two, four, or more towns, and let it be the well-known and (comparatively) easily accessible goal of juvenile ambition and reward of juvenile attainments, placed alike before rich and poor, then the good it will do will be abundant, everywhere manifest, improving every primary school and blessing almost every family.

A system of town high schools for the state is by no means a new conception. It has had for years many and able advocates. It was considered by several of my predecessors in office as one of the excellent results that would naturally come from the adoption of the "township system" of school government. It probably has the endorsement of nearly all the most intelligent educational men of the state.

While this is true, it is equally clear that no adequate and practical provision for the successful establishment of such schools has as yet found embodiment in our school law. There is a law authorizing the joint action of two or more *districts* for establishing and maintaining a high school, but experience has abundantly shown that such a school can seldom be created by the voluntary action of two or more petty districts.

The high school must be the creation of at least a town; and I recommend such a change in the statute law as would give to a town, or to two or more adjoining towns, the privilege and power of establishing such a school, and of supporting it, in whole or in part, by a general tax.

I further and most earnestly recommend that the state not only grant this privilege of voluntary action, but that it should do more—should *offer a special inducement to the exercise of this privilege*. Co-operation of state and local action is already a well settled and successful policy in our educational system. This wise policy finds its origin and its sanction in the very constitution of human nature. To the principle in our nature upon which it is based the publisher successfully appeals, when he offers to subscribers the premium of a chromo, an engraving or a book. Indif-

ference is transformed into interest, and even poverty finds ample means to invest, when the extra inducement has exerted its subtle but potent influence.

But more pertinent illustrations can be found. To some extent the principle has been recognized and embodied in statute law. Thus Canada offers to her local school boards a premium of 100 per cent. on every cash order for school apparatus,—i. e., she sends double the amount ordered and paid for,—and we need not refer to official statements to be convinced that the schools are “amply supplied with the best kind of maps, apparatus and other requisites” for successful work. New Jersey offers a premium of \$20 to every school district that raises a like amount by subscription for the purpose of purchasing a school library, and for every year thereafter she offers \$10 for enlarging the same, provided a like sum of \$10 is subscribed by the district. The result is that the library system of New Jersey is probably the most vigorous in the Union. Within two years after the passage of the law, 236 districts, or more than one-sixth of all in the state, had established school libraries, under the stimulus and aid of the state appropriation.

But the most remarkable and instructive illustration that has come to my knowledge is exhibited in the state of Maine. This state offers to her towns from her own treasury, as a premium for the establishment of free high schools, one half the cost of instruction therein; and under the influence of this most encouraging offer, nearly one-third of all her towns, within a single year, established such schools, and thus was quietly and wisely and satisfactorily solved for her a large portion, if not all, of the very problem that has furnished the source of so much discussion and perplexity to the teachers and legislators of Wisconsin:

To the peculiar features and the remarkable success of the plan that has been in operation for two years in that state I now wish to call especial attention. It is my mature judgment after due investigation and reflection, that this plan, with perhaps a few modifications to suit our peculiar circumstances, would work as satisfactorily in Wisconsin as in Maine. Its central principles of state and local co-operation and of a wise and efficient division of labor; its simplicity and flexibility, adapting it to the needs of country life,—these appear to me to be elements of enduring popularity and usefulness.

TOWN HIGH SCHOOLS OF MAINE.

The history of the origin and success of this admirable enterprise in our distant sister state cannot be more briefly, clearly and eloquently told than in the words of her singularly efficient and accomplished Superintendent of public schools, Hon. Warren Johnson. In his Annual Report for 1872 are to be found the following preliminary statement and recommendation:

"For 'superior' education, that is, a grade intermediate between the common school and the college, we formerly had endowed academies, classical schools and private or denominational seminaries. A few of the latter, advanced to the grade of semi-colleges, still maintain a flourishing existence under the impulse of private endowments and of fostering denominational interest. We have no classical schools like Andover and Exeter. The academies, the former real high schools of the people, are gradually disappearing from the field, where, at the proper time, they did a noble and faithful educational work. Their record is written in bright letters, their influence has pervaded and still pervades every professional department of life. The 'happy olden days at the academy' come in pleasant memories and reminiscences to beguile the business man or the merchant who is under obligations to his venerable 'preceptor' for whatever skill and culture now distinguish him. The academies served their day, and well. They must now give way to a new order of things. The world demands *free* education everywhere, certainly up to the threshold of the college proper. The academies never gave it. The world demands education more generally diffused, the privileges more widely extended. The academies were limited in number, generally one in each county. We need 'superior' education in almost every town. Again, the academies are comparatively poorer than formerly, pecuniarily I mean. With their present endowments and rates of tuition, as large as ever, they cannot command the services of the 'giants of former time,' hardly even of the second rate teachers of the present time. Neither are they supported by students from cities and larger towns as formerly, for these places have established free academies of their own, in the form of the city and village high school. There can be no other conclusion, it seems to me, but that the academy system must give place to some other agency. What shall that be? It must be something in response to the demands of society indicated above. To be free, it must be supported by endowment. To be general, it must rest upon the interest and property of all. To afford the privilege of 'superior' culture to all, and to be in the largest degree efficient, it must be in harmony with the public school system, and form part and parcel of the same. This is essentially then the *Free High School*. The engrafting of such an element upon our public school system would tend greatly towards the enlarged culture and refinement of our grown up boys and girls, our young men and young women; would open up facilities for advanced scholarship to hundreds who now covet the privilege, but must be otherwise

forever debarred; would furnish our Normal schools, Seminaries and Colleges with more and a higher grade of students; would give us more accomplished teachers, and in truth, would add dignity and lustre to the whole educational system. I recommend the Free High School, established upon some basis similar to the following:

"An act in aid of free high schools."

"SECTION 1. Whenever any city, town or towns shall establish and maintain a suitable free high school for such city, town or towns, and shall annually make special appropriation, by tax or otherwise, for the same, the state by this act covenants to appropriate annually in aid of said free high school, not already provided for by state aid, a sum equal to the amount raised and actually paid by each city or town, for the like purpose, in no case to exceed five hundred dollars on the part of the state; said appropriation to be paid by the state treasurer from the general treasury, on or after November first of each year, upon proper certification by the governor and council, as provided in section four of this act.

"SEC. 2. It shall be the duty of the town, or school district, in which said free high school shall be located, to furnish at the expense of said town, or district, a suitable building and equipments for said school.

"SEC. 3. The course of study in said high school shall embrace the ordinary academic studies, and especially the natural sciences in their application to mechanics, manufactures and agriculture.

"SEC. 4. Prior to the making or paying of any appropriation by the state in aid of such school, satisfactory evidence shall be furnished to the State Superintendent of Common Schools, and by this officer to the governor and council, that the city or town asking aid has complied with the conditions required in sections one and two of this act; and a certificate shall be issued by the governor and council for the benefit of the city or town asking such aid.

"SEC. 5. Cities, towns and school districts are hereby empowered to appropriate a portion of school money to sustain said free high school as indicated in this act, in addition to the special appropriation required by section one.

"SEC. 6. The free high school contemplated by this act shall be free to all youth in the town, on such conditions of attainments or scholarship as shall be fixed by the superintending school committee of that town, and the same school may be open to youth from other towns upon the same conditions of scholarship, and at such rates of tuition as the superintending school committee may determine."

It will be observed that what Mr. Johnson says of the educational situation in his own state is now equally applicable to ours, except that the academies which he speaks of as disappearing from the field, Wisconsin *never had* to any extent. The few here established have mostly disappeared as there; but owing to the early growth of the

high school system in our cities and larger villages, the academy system of New England never found in Wisconsin the genial conditions it so long enjoyed in the east.

The new plan thus presented appears to have received the immediate approval of the legislature, and to have become a law with the provisions and conditions substantially as recommended by the superintendent. In his next annual report for 1873, I find and quote the following fitting and gratifying sequel to the recommendation and enactment of the previous year:

"There has been developed a stronger and better feeling of co-operation between the state, as a whole, and the towns as individual members of the state body. The common interests of stock and branches have been more fully and cordially recognized. The apprehensions of centralization, abridgment of ancient rights and privileges, on the part of towns and districts, have been allayed by a calm review of the situation, and by the cheerful readiness of the parent state to bear her share of the pecuniary burden, while the municipalities have responded to the parental aid by continuing nearly their former appropriations (the legal requirements being really less than formerly) by equal voluntary contributions to prolong schools and self-imposed taxation to build new school-houses and improve old ones. This element of co-operative effort between town and state is a pleasing and promising feature in the enterprise of public education. The state *and* the town are the interested working parties in this grand labor; not the state alone, not the towns alone. The free high schools have in an especial manner illustrated this agreeable plan of co operation. The state says to towns, establish free high schools and one half the cost of instruction shall be paid from my treasury. In response, nearly one-third of the towns have established such schools, and generally with remarkable satisfaction and success. An examination of the list discloses the gratifying fact that they are mostly towns of medium wealth and population, and have seized upon this privilege as almost the only one to secure to the older pupils facilities for attainments and culture beyond what may be afforded by the common school. In many instances hearty expressions of gratitude for this benefaction of the state have been received from individuals and communities more or less distant from the ordinary academy."

We are informed in a tabular statement of the same report that the whole number of towns making returns the first year was 110, the whole number of districts 24, and that in several towns two or more schools have been held, making a total of 150 different High Schools established in a single year under this fostering care of the state. As two or more schools in a town count as one in receiving state aid, there was in this sense only as many schools as *there were* towns and districts that established them, or a total of

134. Of these 59 continued one term, 49 two terms, 20 three terms, and 6 four terms in the year. The amount of money appropriated by vote of the town and districts was \$83,219, and the amount paid from the state treasury \$29,134.

In commenting on the tabular statement the Superintendent says:

"An examination of the foregoing discloses the fact that while all of the cities but two, Augusta and Saco, have availed themselves of the privileges of the free high school act, a large majority of the above are towns of medium population and wealth.

"It will be seen that even two plantations established successful schools, raised necessary funds and obtained the gratuity of the state. From personal observation, I feel assured that the school thus maintained in one of those plantations met the urgent educational wants of the pupils between the ages of fourteen and twenty-one, as no other school possibly could." * * *

"Under the elastic provisions of the law by which the state responds to the action of town or towns, district or districts, individual gifts, donations, bequests, subscriptions, etc., it seems hardly possible that there can be any town or community in the state, which can not avail itself of the privileges under this act of legislation. * * *

"In connection with this plantation statement, it will be noticed that thirty of the foregoing schools were maintained at an expense each, of two hundred dollars or less, and that more than one-half cost five hundred dollars each, or less than that sum, requiring an outlay on the part of the town or district of two hundred and fifty dollars or less. Furthermore, it will be seen that only seventeen towns obtained the maximum gratuity of the state, namely, \$500, amounting to \$8,500, while the high schools of these same towns cost \$41,459. Hence it appears that nearly three-quarters of the awards by the state to free high schools were distributed to the country towns. That is, the privileges for higher culture were carried out into the producing sections of the state, rather than obliging the latter to seek the rich centers for educational facilities not otherwise attainable. * * *

"The statistics presented, afford the best and most convincing proof in regard to the success of this new element in our public school system, as also the most powerful argument for its continuance. In addition to these 'numerical' facts, the numerous epistolary expressions received at this department, and the commendatory statements made by parents, whose children have enjoyed the privileges thus afforded, are simply eloquent pleadings in favor of the free high school. The following extract is a specimen:

"DIXFIELD, Nov. 23, 1873.

"WARREN JOHNSON, Esq.—*My Dear Sir*:—I now return Free High School Certificate for the town of Dixfield. I hope it is all right. Our schools have far surpassed our most sanguine expectations in point of numbers and regular attendance, and in the progress the scholars have made. They have been a perfect success. The prejudice against the free high

school act here has all died away, and 'all hands 'round' in this town, are for continuing the same system. I think it would be so everywhere if they put it into operation properly.

ISAAC RANDALL, A. M."

In another part of the present report, I have thought best, for the purpose of giving more accurate information respecting the details of the Maine system, to print the high school law in full, as it now stands among the statutes of that state, and also a circular of information issued by the Superintendent, showing why these schools were established, the conditions upon which and the time when state aid is given, the grade of admission, the studies pursued in the school, etc. To these I invite close attention.

SUMMARY OF ADVANTAGES.

The advantages of this system of township schools, legitimately to be inferred from the character of the system, and from the educational needs of our state, are the following:

(1.) These schools would make easily possible to any community advantages for a culture superior to and supplementing that afforded by the common mixed schools, and would especially in this meet the needs of the great producing class of our population.

(2.) They would improve the common schools by furnishing them more accomplished teachers, by confining the work done in those schools to narrower limits and thus making it more efficient, and by stimulating the juvenile ambition and efforts of the pupils.

Says Hon. Newton Bateman, probably the ablest of the Superintendents since Horace Mann:

"The common schools themselves are the better for the public high schools, and the high schools for the university. The high school is to the elementary, what the upper classes of a graded school are to the lower—a sharp and perpetual incentive to assiduity and effort. I will not say that without the spur of the high school the common schools could not be kept up to a paying standard of excellence, but it is very safe to say that they would deteriorate in spirit and efficiency, even with greatly increased energy and vigilance on the part of the teachers. As quickeners of the common schools, down through all their various gradations, high schools are of very great value."

(3.) They would open a new and much needed field of effort for the graduates of our Normal Schools, bringing the influence of these schools more immediately and strongly to bear upon the common schools of country and village districts, where that influence has as yet seldom penetrated.

(4.) The flexibility of the system is such as to make it adapted to the means and needs of all portions of the state. From the existing high or graded school of a city or large village, wishing to push its work higher or to make it more effective, to the poor country town or districts barely able to raise a hundred dollars by tax or subscription, to secure for a single term in the year the advantages it covets—from one extreme to the other, throughout the limits of the state, whether in rich and populous, or in poor and thinly inhabited portions, it would adapt itself to the varying needs and ability of the people.

(5) It would not only furnish opportunity for higher culture to all portions of the state and all classes of its people, but it would practically supply the "missing link" in our system between the common school and the university. The majority of the schools established under this plan could not, for some time, do full preparatory work for the university, nor would the majority of them be called upon to do it. Many of them, however, even of the newly established, would be almost immediately able to do such work, and others would soon attain the ability; while large numbers of existing high and graded schools would be enabled to become efficient feeders to the university, even to the desirable extent of full classical preparation.

(6) By no other system could the bounty of the state be so widely and uniformly distributed. The university requires for its success large expenditures at a single geographical point. The Normal Schools require large expenditures at only four geographical points in the state. A system of county schools would require a large expenditure at a single point in the county, and the schools of that system would almost as fully lack for the masses the element of accessibility, as do now the Normal Schools of the state. Moreover, under an inflexible county system, with its necessity for a single location and for costly buildings, many counties would refuse to cooperate in the plan, and thus uniform advantages and a uniform distribution of state aid could not be secured for even all the counties.

The present plan, however, distributes the material aid of the state as widely as it distributes the advantages. It is scarcely credible that every county—nay, it is scarcely credible that many parts of every county—would not share in both.

(7.) Not the least merit of this system is its inexpensiveness to

the state and people. The plan provides for no costly buildings. Not a penny of state aid goes to such. In very many towns a building already exists, a portion of which could be temporarily utilized for the purposes of the school. In some towns a particular school-house might be used for a term or a year. This would be especially easy under the superior township system of government, all the schools of the town being then under the control of one board.

But the success of the schools and their developed needs would in multitudes of cases sooner or later lead to the erection of a suitable building for the exclusive and permanent use of the school. A building to be used for that purpose and also as a town house, for other occasional but necessary purposes, would be much more easily erected by a town than a school-house by a petty district, and would be a possession of great and enduring usefulness.

The annual cost to the state for many years would probably not be more than the annual cost of supporting one-half the four normal schools of the state. A fourth or even an eighth of a mill tax upon the property of the state, would yield more than sufficient for the state support contemplated in this plan. The one mill tax imposed by Maine upon a property valuation only about one-half that of Wisconsin yields more than five times the amount given by the state for the support of her high schools, the balance going to increase the income of the school fund and thus to diminish local taxation.

The direct saving to the people in the cost of board, of tuition and of transportation, all unavoidable expenses in obtaining higher education, under the present system, to the great majority of the people, would be very great; while the advantages of educating children at home under the parental eye, at the most susceptible period of their lives, and before character has become sufficiently mature to justify entrance elsewhere upon the higher studies of the college or university, need only be alluded to.

In concluding my remarks under this division of recommendations, I desire to call attention to a brief but exceedingly suggestive article on Town High Schools, from the pen of Hon. W. H. Chandler, Superintendent of schools of the east district of Dane county, and member of the Board of Regents of Normal Schools. This article, which excellently illustrates and enforces several points *already* presented, will be found on page 220 of the present report.

Following this, on page 223, will also be found a brief extract from the last Biennial Report of Hon. Newton Bateman, the distinguished and able Superintendent of Illinois, bearing upon the law recently created in that state providing for the establishment of Town High Schools. The object of this law is the same as that of the one in more successful operation in Maine. Its chief defect is the absence of state aid, inspiring and supplementing local action—an aid the wisdom of which is clearly perceived by Superintendent Wickersham, of Pennsylvania, who says in his last Annual Report:

“Encourage in all proper ways the grading of public schools wherever they can be graded, and the establishment in connection with them of High Schools or departments for higher instruction. * * * It would be a judicious expenditure of money to grant, as has been done in some states, a special appropriation out of the common school fund to every public High School.”

Since the date of this Report, and the preparation of much of the foregoing respecting intermediate schools and the high school system of Maine, I have the pleasure of announcing the receipt of late and very satisfactory information respecting the continued success of the system in that state during the year just closed. Superintendent Johnson informs me, under date of Jan. 6, 1875, in a letter not intended for publication, that the plan has so far continued to work well, that “the re-action on the common schools is favorable”; that towns having the high schools like the system, and that it peculiarly “favors the country in distinction from cities,” making “superior culture possible to every community in the state.”

I am also indebted to him for a copy of the message of Governor Dingley, delivered to the legislature of Maine, January 8, 1875, in which, under the head of “The Educational Interests of the State,” I find the following words of official and emphatic commendation:

“The free high school system, adopted two years since, has been more successful than its most ardent friends dared to hope, and promises to exert a still greater influence for good in the future. During the past year 161 towns have maintained 340 terms of free high schools, giving instruction to about 14,000 pupils, at a cost of not far from \$100,000, of which a little less than \$40,000 will be contributed by the state.”

It also affords me pleasure to say that since the date of my re-

port the system of town high schools here recommended has been submitted to two large representative gatherings convened at the capital from all parts of the state. After able discussions at the recent semi-annual meeting of the State Teachers' Association, the committee on Intermediate Schools (consisting of the State Superintendent, the President of the State University, and the President of the Oshkosh Normal School) to which the subject was finally referred, reported as follows: "Your committee agree in recommending the adoption by the state of Wisconsin, of a system of free town high schools, similar to that now in operation in Maine." The report was unanimously adopted by the Association.

During the recent convention in this city of the State Grange of the Patrons of Husbandry, I deemed it advisable to call the attention of that body to the peculiar merits of the high school plan above set forth. The committee on Education to which my communication was referred, after due consideration of the subject, reported their unanimous and hearty approval of the plan, and their report was adopted by the convention without a dissenting voice.

I feel confident that a plan promising much greater unity and efficiency to our school system; giving largely to the country the advantages for higher culture hitherto almost exclusively possessed by the cities, and large villages, while at the same time assisting these to raise still higher the character of their own schools; nobly standing the test of two years actual experiment in another state; receiving the unanimous endorsement of the State Teachers' Association, after passing the ordeal of discussion and the scrutiny of two committees; and, finally, meeting the warm approval of a convention representing through a wide reaching and powerful organization the interests of agriculture and rural life in all portions of the state—I feel confident that such a plan for the promotion of our educational welfare will commend itself to the earnest consideration of the representatives of the people assembled in the present legislature.

THE TEXT-BOOK QUESTION.

Few questions relating to school economy possess in so high degree the elements of both importance and difficulty as the question of text-books. Few have been more generally and fully discussed. Few have called forth more varied attempts at solution.

That text-books are necessary, that all children in the schools

should be supplied with them, and that in at least the individual school there should also be uniformity, are axioms universally admitted.

Yet facts abundantly show that in Wisconsin, as in other states, no inconsiderable portion of the children in school are partially or wholly without text-books, that others use books unlike those of the majority, and that often in the same school the members of a class, or those who should constitute a single class, are somewhat equally divided into two, three or more sections, by the composite ownership of as many different sorts of books. It is also certain that to some extent the inability of the poorer class to purchase books for their children is the cause of that percentage of non-attendance, which is so generally deplored, and for which a compulsory law is widely held to be the only remedy.

This absolute lack of books on the part of a few in nearly every school, and this want of uniformity on the part of a larger number, are evils which seriously waste the time and energies of the teachers and impair the efficiency and value of the schools. That this result is inevitable, is clearly proved by a little intelligent reflection. It needs not the overwhelming testimony of complaining teachers and superintendents.

Of this want of uniformity in text books there are several causes: (1) the frequent changes in books, owing to the individual preferences of a constant succession of teachers, or to the importunities of publishers' agents; (2) the permanent or temporary inability of some to purchase the books of the prescribed series; (3) unwillingness on the part of others who do not see the need of a change; (4) the migratory habits of many which lead to constantly recurring removals from one town, county or state to another. These latter are generally poor, often with large families, and necessity compels the continued use of the same books, or debars from the possession of any books.

Besides constant injury to the schools, the present chaotic want of system in the adoption, purchase and use of text-books for them involves much unnecessary cost and unnecessary waste for the people. The high price of text books in proportion to the actual cost of their manufacture is a generally and justly admitted fact. It is not likely that publishers realize profits that may be considered extravagant, when the amount of capital invested, the risks incurred, and the means employed in selling are all taken into account; but the

ordinary retail price of school books is unquestionably larger by at least one third than a wiser system of purchase would render necessary.

Again, the burden of cost is made heavier by frequent unsystematic and unnecessary changes of text-books in the schools. One year ago the parent may have purchased for his children what appeared to be an admirable series of readers, arithmetics or geographies, and fondly hoped that the tax would not be again imposed until the books had done service for some years in successive but careful hands. Yet this term comes a teacher who has never used the books, and consequently has little faith in them. Far better work, he thinks, can be done with his own familiar series, and his views are opportunely endorsed and enforced by the ubiquitous, gentlemanly, and persuasive book-agent, who speedily talks last year's series out and this year's series in. The new replace the old at half price; two-thirds of the pupils obtain the former, one-third retain the latter, and "confusion worse confounded" thus reigns in the school room from year to year. The parent may protest, but protestations are of no avail. It is the weakness and selfishness of human nature intrenched in *the system*, only to be met and foiled when the law shall put forth its strong hand and utterly destroy this, their defense.

It is not, however, so much with parents as with teachers and pupils, that duty has enlisted my official—and more than official—sympathy, and led me earnestly to seek some adequate remedy for this prolific source of distraction and weakness in the schools. It is from teachers, superintendents and other school officers that complaint has most frequently and loudly come. It is from my personal knowledge, gained in former years as teacher or superintendent of public (and more especially of ungraded country) schools, that I am able to appreciate the full import of the evil, and the resulting and just complaint.

Before proceeding to recommend what I conceive to be an adequate remedy for this chronic defect in our educational system, it may not be amiss to present a few fresh proofs of the existence of the defect. From the evidence of a cloud of witnesses, I select the following:

"There can be found in the county, and indeed in many schools, nearly all varieties of text-books. There is nothing like uniformity, while many schools have not half enough books of all kinds."—Supt. POWERS, *Wood Co.*

"It is a fact that many families are poor and literally unable to supply their children with needful books, and therefore either keep them out of school, or send them without the necessary books. Thus, hundreds of children fail of the benefits of our very liberal means of common-school instruction."—H. ELLIS, *Portage Co.*

"The want of uniformity in text-books has been a serious drawback to the efficiency of the schools. The endless variety and diversity of school-books brought to Kansas with the children from nearly every state in the Union, find their way into the schools as so many disorganizers, bidding defiance to anything like classification or system. It is believed that so long as this evil continues, will the schools remain comparatively valueless, and the securing of a uniform series of text-books and holding to these for some years at least, will prove a means of greatly more efficient education."—Hon. H. D. McCARTY, *Supt. Pub. Inst., Kansas.*

"One great obstacle to satisfactory progress that confronts the teacher of an ungraded school is, the multiplicity of classes. In nine-tenths of the districts of the state the schools are ungraded or the grades mixed. The number of classes is necessarily large, and the time the teacher can devote to each is correspondingly short. In many of these schools the number of classes is greatly increased by the diversity of text-books used, and a great decrease would be effected if uniformity could be secured. The question, 'How can uniformity be secured?' becomes an important one."—Hon. E. A. APGAR, *Supt. Pub. Inst., New Jersey.*

"There is no good reason why school books should be frequently changed. The expense to our people of supplying the requisite school books is very great. It is rapidly increasing in the multiplicity of books required for each branch, and the increasing number of studies pursued. The expense attending this frequent change in text-books is a just and common cause of complaint. As the ordinary retail price of school books greatly exceeds the cost of publication, the propriety of devising some other method of supplying the schools with the necessary text-books has been occasionally canvassed."—Hon. ALONZO ABERNETHY, *Supt. Pub. Inst., Iowa.*

"A very important feature of the law, and one which should receive your earnest attention, is that connected with the frequent change of text-books. Some remedy for an evil that in many places has been very burdensome, ought to be devised."—Hon. JOHN MONTEITH, *Supt. Pub. Inst., Missouri.*

"The great evils of diversity or frequent changes of text-books are admitted and deplored."—Hon. B. G. NORTHPROP, *Sec'y Conn. Bd. of Ed.*

"I find a great variety of text-books in our schools. Indeed it is one of the greatest obstacles we have to contend with. I hazard the assertion that with a uniformity of text-books, and the proper classification that would result, more genuine work could be done in one term than in two under the present regime."—SAMUEL JOHNSON, *Sup't Cass Co., Mich.*

Such testimonies might be multiplied almost without limit.

They show that the evil is both serious and wide spread. It is probably no worse in our own state than in others; yet the uniform testimony of our superintendents shows that it is a blight upon the schools of every county. The sporadic efforts that have been put forth to remedy it, have been of little avail. They have lopped off a few branches, without going to the root of the evil. The migratory habits of our people, the poverty of some, the indifference of others, and the absence of any proper authority to enforce rules ever so salutary in principle, have continued the evils of diversity and lack of text-books with scarcely abated force. Indeed, it may be a question whether these evils are not now actually on the increase, owing to the increasing multiplicity of text-books published and urged upon the public, and the increasing number of subjects and divisions or grades of subjects taught in the schools.

REMEDIES.

Various solutions of the text-book question have been suggested or attempted. State uniformity, secured by law, county, town and district uniformity, have all been submitted to the ordeal of actual experiment, as well as of abundant discussion. As the state is the founder of the educational system, and to a great extent gives to it immediate support, guidance and inspiration, it is not unnatural that many should look to the state for such a uniformity in external appliances as characterizes the distribution of its material aid, and its laws for establishing, conducting and supervising the individual units of which the system is composed. If the state is the author of the system, furnishing the laws of its being, and, to a considerable extent, the very sustenance upon which it lives, why should not the state furnish all the conditions necessary for its healthy activity and growth? Why should it not erect the school buildings, furnish the necessary maps, charts, globes, reference books, and even the very text-books used by individual pupils?

Indeed, the general tendency of sentiment and practice is actually in this direction. Wisconsin already furnishes to her schools, free of expense, Dictionaries and Constitutions, of the latter of which she is herself the publisher. Nor is our state peculiar in this; a similar practice is found in other parts of the Union, while at least in one of the provinces of Canada all the maps, charts and other apparatus, as well as library and prize books, needed by the schools, are furnished to them by the government

according to a plan which diminishes the cost to the recipients more than fifty per cent.

It is not a source of surprise, therefore, that many intelligent friends of free education should urge that the state ought to secure uniformity of text-books in all the schools of its own system, and even that it ought to be the purchaser and distributor of the books it may have selected for their use. Nay, some intelligent men urge that the state might economically and wisely be itself the publisher of those books, by special contract with authors for their preparation, or by the purchase of copy-rights of books already prepared.

The number and intelligence of those who favor such a plan, as also a certain plausible and even logical consistency of this plan with some of the features of the public school system, demand for it a little consideration. After much reflection upon its advantages and disadvantages, and much investigation into the recorded experience of other states which have adopted the policy, I am entirely convinced that it is better to bear even the ills we have than to fly to those almost inevitably involved, in the plan of enforced state uniformity. The evidence of reason and the evidence of facts are both against it.

I cannot do better than to quote here from the reports of other states. The latest and, considering its brevity, the most conclusive evidence against state uniformity that has come under my observation is to be found in the last annual report of Hon. B. G. Northrop, the distinguished Secretary of the Connecticut Board of Education. In this report, bearing date of June, 1874, is the following:

"The great evils of diversity, or frequent changes in text-books, are admitted and deplored. To a casual observer, the remedy seems simple and easy. Several states have tried the experiment of enforced uniformity, and their experience furnishes a lesson for us. Such laws have occasioned so much alienation, evasion and litigation, that but one State School Superintendent, within my knowledge, now favors coercion in this matter.

"In some states it proved a costly experiment to them, however profitable it may have been to the publishers. Instead of giving my own views, I present a more authoritative judgment in the following report, unanimously adopted by the Joint Standing Committee on Education, in 1871, and accepted without dissent by the general assembly:

"The Joint Standing Committee on Education, who were instructed by resolution "to inquire into the expediency of establishing a uniform set of

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school books for the use of common schools," beg leave to report that they have had the subject under consideration, and are of the opinion that on very many accounts it is desirable that there should be one and the same books used in all the schools of the state; and

"1st. Because the use of such uniform series would do away with the confusion which now exists in some schools where no uniform series is used.

"2d. It would remedy the evil in some towns where the local boards have neglected to prescribe books.

"3d. It would save expense to those children moving from one town to another, and often from one district to another in the same town.

"4th. It would prevent frequent changes of books, which is a very great evil; for, while occasional changes are desirable, and sometimes indispensable for the good of schools, too frequent changes retard the progress of pupils, embarrass teachers, and tax those having care of children heavily and unjustly.

"5th. It would prevent the introduction into the schools of inferior books by incompetent local boards for private interest.

"On the other hand, your committee find great difficulty in establishing and maintaining such uniformity of books; and some objections to having such uniformity, if it could be brought about and retained.

"1st. The expense of making a change to a uniform series. Your committee find that in the various schools of the state there are used 11 (eleven) different spelling books, 10 (ten) series of arithmetics, 8 (eight) series of readers, 7 (seven) grammars, 7 (seven) histories and 11 (eleven) geographies; that only about one-ninth of 119,944 children reported as attending schools the past year use the same books (that is, taking the average of the number of books given above, which is the best information your committee can now obtain). In order then to produce uniformity, eight-ninths of the children, that is 106,617, must have new books. The average cost of books for each child, your committee estimate at four dollars at retail. For introduction, these books can be had at half price, (not less at the present time, owing to the trade compact, whereby the publishers have agreed not to introduce books at less than half retail prices.) This would then cost the state, or those children, more than \$200,000, probably with cost of making the change not less than a quarter of a million of dollars. This would be a heavy tax on the poor people of the state. If such a change is to be made, your committee would recommend an appropriation from the state treasury of \$250,000 to furnish the books.

"Your committee have tried to devise some method to effect the change gradually, such as to order that all new books hereafter purchased shall be of one prescribed series. But such an order, it will readily be seen, would produce a diversity of books in eight-ninths of the schools for at least five years, and at the end of that time many that first made the change would desire another, and the state board or other constituted authority might, at the end of five years (though your committee would hope not), be induced to order new books; thus there would be confusion *ad infinitum* between the old and the new prescribed books.

"2d. Your committee do not doubt, from what has been stated to them, that the local boards having charge of schools in the large cities and towns, would either insist that the books they use should be the books for the schools of the state, or that their city or town should be an exception to the general order; thus would arise a clashing of interests, and a general order with exceptions would effect but little.

"3d. Parents and those having charge of children should have an influence in the matter of books; they have little enough, it is true, with the local boards, but with a state board they could have none at all. The local board is, in a measure, under their control; the state board further removed and more independent.

"4th. The power to prescribe what books shall be used in all the schools of the state, is too great a power, exposed, as it would be, to corrupting influences, to be placed in the hands of the board of education, or any other board.

"If it is true, as has been stated, that local boards have been bought when a trade of a few hundred dollars was pending, what shall be said of a state board when a trade of several hundred thousand dollars is at stake? It has already been shown that the first cost of making an exchange could not be less than \$200,000; this, in itself, would not be a matter of so much importance, inasmuch as we reckon the books at half price only, (but this, undoubtedly, pays a profit). But the subsequent trade would be an object worth bidding for.

It probably costs, on an average, a dollar a year to furnish each child with new books when no changes are made. This would make a trade, with the present attendance in our schools, of \$119,944, or to the publisher of \$100,000. Now to have this guaranteed for five or ten years, is quite an object, and publishers could well afford to pay one or two hundred thousand dollars for the trade.

"The gentleman who offered the resolution to instruct your committee, paid a high compliment to the integrity and wisdom of the Board of Education when he proposed to place this power, with its temptations, in their hands; and, in the opinion of your committee, the compliment is well deserved, and they do not doubt that, if this board are required to direct what books shall be used in all the schools, they will act wisely and independent of any mercenary influences or private interests. But, corrupt men are found in all places of trust, and who can tell what men may at some future time find a place on this board, especially if we make it a place of emolument at the expense of the people. Place this power with whatever body we please, or let the general assembly itself assume to direct what books shall be used in all the schools, and the same objection holds good.

"5th. If the Board of Education or any committee, or the legislature itself, should act with perfect integrity, unbiased by any outside influence, in prescribing one set of school books to the exclusion of all others, their good intentions, wisdom and integrity would be assailed, the value of their work destroyed, and the interests of education suffer. This objection would have had but little weight with your committee, had it not been for a remark made

to a member of the committee by the mayor of one of our cities, that "the member who introduced this matter of school books to the legislature must have been in collusion with some publishing house." Your committee know that this not so; that the source from whence the resolution instructing them to inquire into this subject came, is far above all influence of the kind here referred to, and that the question was introduced solely with regard to the good of the cause of education and the economy of the people of the state. But the remark shows the force of the objection your committee here present to the proposed measure; also how the best motives of the friends of education are misunderstood, and how they will be misunderstood if they attempt to act in the matter under consideration.

"It has been stated to your committee that the same books might not be equally well adapted to all the schools of the state—the graded and the ungraded schools. Other reasons for and against the measure have been stated to your committee, but your committee considered them of little force.

"In view of all the reasons mentioned in this report, your committee are of the opinion that it would not be expedient to direct, or to order any board to direct, what school books shall be used in all the schools of the state."

Our neighboring state of Minnesota tried the plan of uniformity for five years, from 1868 to 1873, and her State Superintendent, Hon. H. B. Wilson, in his last annual report, says, respecting it:

"Will it be wise for the legislature at its present session, or at any future session, to provide that the commission shall make another examination and selection of books for five years, or provide for another and larger commission for the same purpose? I think not. For many and good reasons I have always been opposed to state uniformity in text-books. While it has some advantages, the evils growing out of it more than counterbalance the good resulting from it.

"How is it in other states? It is not the states most forward in educational matters that have adopted uniformity. Some have adopted it, and then abandoned it. Massachusetts has never adopted it. None of the New England states have adopted a uniform system of text-books for their public schools, with the exception of Vermont, and it has been only partially successful there. Neither Ohio, Illinois or Pennsylvania has ever had a state uniformity. The great body of educators in the states above named are opposed to it.

"The great improvements we have had in text-books have resulted from competition among the publishers. But the controlling argument against uniformity is that it establishes a monopoly, and all the arguments that apply against monopolies in other cases, are pertinent in this."

The most elaborate, exhaustive and able discussion of this subject, probably even presented by a state superintendent is to be found in the Eighth Biennial Report of Hon. Newton Bateman of *Illinois*. His conclusions are clearly expressed in the following paragraph:

"Such were some of the objections that I felt constrained to urge, fifteen years ago, to the plan of compulsory uniformity of text books throughout the state, the initial step towards which was taken in the school law of 1855, which required the state superintendent to designate the most approved books, maps, charts, apparatus, etc., and to do what he could to secure uniformity in the use of the same. I was sustained in those views by the great body of the teachers and friends of education in the state, and a measure which could hardly have failed to injure the school system, in its very infancy, was arrested. The next legislature not only declined to favor compulsory uniformity, but also wisely repealed the provision making it obligatory upon the state superintendent even to recommend a state list of school books. Experience and observation have but confirmed the judgment then formed on that subject. The opinion is still confidently entertained that state uniformity enforced by law, is impracticable and undesirable, and that no such power should ever be committed to the hands of any public officer or committee. It has seemed worth while to review that portion of our common school history, and the principles involved, because the question of text books continues to recur in various forms, and there are some who still think that absolute uniformity throughout the state, and enforced by law, would, upon the whole be desirable and beneficial."

The subject of state uniformity engaged the attention of the Wisconsin State Teachers' Association at its annual sessions in 1872 and 1873. In the former a committee was appointed to report at the next annual session upon the feasibility of uniformity of text-books for the schools of the state. At the annual session held at Sparta in July, 1873, the committee reported that they had given the subject due investigation, had corresponded with state superintendents and leading educational men throughout the country, and were unanimously of the opinion that state uniformity was undesirable.

TOWNSHIP UNIFORMITY.

Having thus shown the evidence that state uniformity is undesirable, and is so regarded by nearly all those best qualified to judge impartially of its merits, the question now arises, what is the geographical unit, less than the state, which should be selected as upon the whole likely to secure the best results of text-book uniformity? I have no hesitation in answering that it is the township. The county is too large, and the school district too small for the most satisfactory results. County uniformity would involve the same difficulties and positive evils as state uniformity, but in a modified degree. The district is too small for a generally wise administration of any educational interest. The township is a convenient

unit for the local administration of all school interests, including uniformity of school books. Both reason and experience show this.

With the township system of school government, township uniformity of text-books would come as an easy and natural result; and it is altogether desirable, as elsewhere shown, that this system of government should speedily take the place of the present cumbersome, illogical and inefficient district system. But it is not at all impossible to obtain, even under present circumstances, the desired result of uniformity in the books used throughout the schools of a single town.

I earnestly recommend, for the securing of this desired result, such legislation as would create in each town a board authorized and directed to select the text-books needed in the schools of the town, and authorized also, if so instructed by the town, to purchase the same directly from the publishers,—the books so adopted not to be changed within less than three or five years. I would suggest that this board be composed of the district clerks of the several school districts of the town, together with the town clerk and the chairman of the town board of supervisors.

I would also further recommend that the law should allow towns to loan the books selected and purchased under this plan, free of expense to the pupils of the several schools, or at a rental, or to sell them at cost to the patrons of the schools. Under a law granting such powers, I would most cordially advise the universal adoption of the first of these three alternatives, viz:

FREE TEXT-BOOKS.

To the merits of this free plan I invite special attention. It is doubtless a plan whose novelty will to many be at first its chief and peculiar feature; but I feel confident that a candid consideration of what may be said in its favor will win for it wide approval.

Free text-books offer several substantial advantages which mere uniformity cannot secure. In the first place, they are strictly consistent with—nay, the logical result from—our theory of free schools. We hold general education to be the safeguard of our republican institutions. We hold that the state can secure a closer approximation to universal education than can be secured by *denominational* and individual effort. Hence the state system dots *our plains, hills and valleys* with school-houses, putting one almost

within sight of every man's door. It furnishes free seats therein, free maps, charts, globes, blackboards, and, to crown all, free instructors. The state says to all her children of school age, "Come, use and enjoy those means of instruction, without money and without price."

Such is the beautiful and alluring theory. But are facts really in harmony therewith? Is this proffered instruction so free that the seven children of the poor man can partake of it as easily as the two or three children of the rich man? The seats in the school-house may be free, but is suitable clothing for the seven so easily obtained that every term they may occupy those seats with a feeling of self-respect? The maps, blackboards and dictionary may be free, but are the more indispensable readers, arithmetics, spellers, geographies, etc., as free for the unfortunate seven? The services of the teacher may be free, but is the leisure of the seven so free from the necessity of productive labor that they can for any length of time continuously receive the benefit of those services?

Let him who is wont to boast of our "free" school system, to become indignant over the statistics of non-attendance, and to call loudly for a compulsory law to drive into schools the children of the "indifferent,"—let him conscientiously and thoroughly investigate the true causes of non-attendance, and he would probably exhibit an accession to his previous stock in the virtues of wisdom, benevolence and reticence. In this investigation let him justly estimate the cost, to the poor man above mentioned, of the additional clothing necessary for the barely respectable appearance of his children in the school, the cost in their cessation from productive labor in order to secure the advantages of a sufficiently continuous and protracted connection with the school for the acquirement of even a little less than a fair common school education, and the cost of the necessary text books—a constantly recurring and no inconsiderable money tax, as every patron of the school knows,—let him, I repeat, investigate these three sources of expense in school attendance, and no longer wholly ascribe to absolute "indifference" a degree of illiteracy due to causes less disgraceful to our common human nature. I believe that very few parents are so absolutely indifferent to the welfare of their children as not to care at all for their intellectual culture—to the extent at least of their ability to read and write. Illiteracy is confined almost exclusively to the extremely poor, and is the result of poverty rather

than of such want of natural affection for their children as would lead parents wholly to disregard their best interests, in not securing for them any degree of intellectual culture whatever.

If this be true, then the state, before seeking compulsory attendance, should seek to remove as many as possible of the barriers that separate poverty from culture. The abolition of the rate bill was the removal of one. Evening schools are, in many cities and villages, a partial removal of another. Free text-books in all free public schools, would be the entire removal of still another. With this last barrier of expense, immediately and necessarily attendant upon education, removed, our system would indeed be free. No longer would it involve, under this term, the paradox of an unavoidable annual cost of books to the individual pupil several times the amount given by the state to secure merely free instruction.

Not only would the text-books in the schools, by making the latter truly free, largely remove the excuse for and cause of non-attendance and illiteracy, but they would bring many other positive and manifest advantages. Rather, however, than to set them forth in detail myself, I prefer to quote from what has been published on this subject in other states. By thus doing, I shall present not only the arguments of reason, but the more satisfactory illustrations and proofs of actual experience with the working of the system of free text-books elsewhere. I urge a careful consideration of the following, taken from the last annual report of Hon. Warren Johnson, Superintendent of Public Instruction of the state of Maine:

"At first thought it would seem sufficient provisions have been made for the education of *all* our youth, when the school-house and the teacher, shelter and tuition, had been freely granted at public expense. The pupil, however, can accomplish but little without books—his tools. To furnish these at private expense proves in many instances a hardship, particularly to poor parents with large families, and more especially to the itinerant laboring class. To lighten this burden, some states have established regulations by which the same series or editions of text-books should be used throughout the limits of the state. This plan has not invariably been successful. Within a few years it has occurred to some of our most intelligent communities that the burden can be entirely lifted from the classes indicated by furnishing books at public expense, precisely as school shelter and tuition are. The advantages of this plan were alluded to in my last report, and the experience of the city of Bath was brought in testimony as presented in the report of Supt. S. F. Dike. I am pleased to call the attention of school officers to this important feature again this year, by presenting the following communication from Thomas Tash, Esq., Superintendent of Schools, city of Lewiston. The

plan is equally desirable and possible in *all* our towns, and, it seems to me, would be readily adopted by our people, if school officers would clearly present the same for their consideration at the annual town meetings. By reference to section 6, School Laws, it will appear that sufficient authority is given towns to accomplish this desirable object, broadening present school facilities with immense advantage to children and large saving of expense to parents."

"LEWISTON, Nov. 20, 1873,

"HON. WARREN JOHNSON:

"*Dear Sir*: In answer to your inquiry, I beg leave to present the following as some of the advantages which have resulted from the adoption of the "Free Text-Book" plan in this city:

"1. *Books are ready at the proper time.* When parents furnish books much time is often lost to scholars, and much inconvenience felt by teachers, especially at the beginning of the year, by delays in procuring proper books. Parents are also subjected to much inconvenience and vexation by being so often called upon to procure books and other materials for school use. Those having large families of children find their slender incomes taxed to the utmost, to procure these supplies, while those in affluence assure us that the supply of free text-books relieves them from a frequent and troublesome annoyance. Our wealthiest men are among those best pleased with the results of this experiment, the expense is so insignificant compared with the time, trouble and criticism which it saves.

"2. *Every child is supplied with all the books, etc., needed.* No odious distinctions are now made. Our schools are as they never were before, absolutely "free schools." The city label in a book is no longer a mark of pauperism, but a mark of sovereignty, and attaches to all alike. It is as honorable for a child to bear home a school book having the city mark in it, as the book bearing the label of a free city library. There is no longer *fussing* to get the books furnished to indigent pupils into their father's tax-bills. This is a convenience to our city authorities.

"3. *Uniformity in books.* Non-uniformity has been a source of as much vexation in the school as in the church, and it has been vastly more pernicious. In rural schools there has always been encountered the inconvenience of a multiplicity of unlike text-books. Many extra classes have had to be formed in consequence, as is now the case in most rural communities. Where free text-books are furnished, this difficulty is obviated. Again, there is no longer complaint from those moving from city to city, that books are different. They are at no extra expense in consequence.

"4. *Considerable latitude can be allowed in the selection of books, without increasing the expense of them.* Wherever there are several schools in different parts of a city or town of the same grade, as Grammar or Intermediate Schools in the same city, teachers may be allowed a choice in the books they are to use. The school-book is a tool, and the workman will work all the better with the tool of his choice. It is unpleasant to hear a teacher affect to have no choice in the text-books to be used. I would as soon hear the woodman claim to have no choice in his axe! A perfect workman will use to ad-

vantage even a poor tool, I am aware, but he will use with much more pleasure and success a good one. If the teachers of such parallel schools are held with their classes to perform topically the same amount of work in a given time, and the school board sanction several series of Geography or Arithmetic for example, as is now done in the city of New York, in which the work may be done, giving the choice of tools, but holding responsible for the work, no inconvenience could arise, but manifest advantage. One series of books is about as expensive as another, and the city might not be unwilling to divide its patronage, satisfy its teachers and test the various books, all of which can be done under the plan of free text-books, with no additional expense to itself, but with the positive saving of securing to itself from all publishers the best possible terms. Again, in the successive classes in the same Grammar School, different books adapted to the progress of the pupils, as U. S. History for instance, might be used on the same subject, with no additional expense to the city, as each class must have its own book, whereas, while pupils find their own books, it would be found a necessary saving of expense to them, to keep children during their entire course in the same book, even at considerable positive loss.

"Whenever a change in a text-book is desired, as it sometimes is, it may be made when new books are needed, changing in one class of the grade at the time, until the old books are used up. This would be affected without loss, and it would discourage, on account of the time required, inconsiderate changes. A book could, before its general adoption, if found unsuitable, be tested in a single room or class, and rejected without much, if any, loss.

"Necessary changes could be made in the different schools of a country town, by transferring the books no longer used in one district to another without much expense or inconvenience. In this way the best and most modern books can be brought into use, as new books are needed as well there as in the city, and without additional expense, if the town is the owner of the books used.

"5. *Books are more entirely under the control of the teacher.* This is of considerable advantage in enabling the teacher to fix more definitely the hours of study. Over-study is often more pernicious than lack of study, and is less easily controlled by the teacher. The former destroys the best scholars, the latter only injures the poorer. If books may be taken home or not at the discretion of the teacher, the time devoted to study may be largely determined, and the teacher is fairly responsible for it.

"6. *Books furnished by the town or city are much more carefully used, and better kept than when owned by the children.* It might at first be supposed that this would not be so, but uniformly it is found to be true; there being four parties interested in the preservation of these books—School Officers, Teachers, Parents and Children. Small books used in the lower grades by young children must be expected to wear out, and to need replacing, annually perhaps, but their cost is trifling—the larger and more valuable books in the higher classes will be used in successive classes many years.

"Where books are owned by children, the writings and drawings in many of them are most vicious, but in books owned by the city, nothing of the

kind is allowed, so that it becomes a measure conducive to good morals among the young. The proper use, and the careful preservation of their books is a most valuable lesson to scholars, and of itself goes far to justify the policy of furnishing free text-books.

"7. *It leads parents to procure reference books, useful both to themselves and their children.* When relieved from the constantly recurring expense of procuring school books, parents are found much more ready to procure other books on the same and collateral topics—books more general in their scope. Teachers and school officers may do much to encourage this, thus making the public school in the broadest sense a home educator.

"8. *Convenience in making transfers.* In graded schools, and in mixed schools also, the greatest impediment to transfers in making proper classification, is the want of suitable books. When books belong to the city or town, the advancing of pupils to higher grades or reducing them to lower is comparatively easy, and much less often the subject of home criticism. When scholars are promoted *on trial*, the books belonging to themselves last used immediately disappear, and the lack of them furnishes a stronger argument for maintaining their place, oftentimes, than ability or diligence. Where books are free this inconvenience vanishes.

"9. *The free supply of books increases school time.* It increases both the number of pupils entering school, and the length of time on the average that they remain there. From careful observation where the plan of furnishing free text-books has been adopted, it is found to increase the number entering school, it is believed, from 5 to 10 per cent. Time is further saved by children entering school more promptly, not having to wait for books, in all grades and kinds of schools; at the same time they will remain longer in the higher grades, the premature withdrawal from school among the higher classes having been largely caused by inability to meet conveniently the expense of the costlier text-books. How much time will be saved in all these directions, and in the prompt beginning of their study and recitations at the beginning of the terms, cannot be estimated, but certainly a very large portion in every town. On this saving, we may, in the presence of those who value general education, safely rest the argument in favor of free text-books.

"I cannot do better in closing, than to quote a short extract from the last report of the School Board in Lewiston, from the pen of our Governor elect, written some months after the plan of furnishing text-books free for their schools went into operation in that city, the more fully justified the longer the plan has been continued:

"Under this plan, the first cost of text-books for the pupils in our public schools, will not be over one-half of what it has been under the old plan of requiring pupils to purchase for themselves. Again, as scholars leave their books with the superintendent when they have completed them, the same books will be made to do service two or three, or even more times, while under the old system they have too often been thrown aside after being used by one scholar. It is believed that the expense of school books under the new plan, will not exceed one-half what it was under the old system. This, indeed, has proved to be the case in Bath and some other cities that have inau-

gured the free text-book system. Besides, the experience of these cities has demonstrated that the books are better cared for under a system in which the pupil receives them as a loan, under the supervision of the teacher, than that in which the pupil has the ownership, and regards himself as having a right to do as he pleases with his own. Besides, the difficulty often hitherto experienced in inducing parents to supply their children with school books, and the frequent loss of time to the pupil from a want of such books, are entirely avoided under this system. And more important than all other considerations, many children who have been kept from school simply because their parents could not, or would not, incur the expense of books, will, under the free text-book system, be brought within the influence of the school-room. Indeed, on general principles, it is difficult to see why the city or town that on grounds of public policy and necessity is required by law to provide school-room and teachers and school appliances for their children, ought not also to provide them with that most essential school appliance—text-books. Our own belief is that experience will demonstrate that the free text-book system is not only justified on grounds of economy, but also by the wisest public policy.'

"We will only add that the measure where adopted, has been found to be a popular one. It relieves from expense, anxiety and trouble, and could not be otherwise than popular. The leading, wealthiest and most intelligent citizens, are its most earnest advocates. We are confident also that should other towns and cities adopt the same plan, and proceed with it judiciously, it would be found equally satisfactory.

"Yours very truly,

THOMAS TASH."

The following is an extract from the last report of the city of Bath:

"SCHOOL BOOKS.—The present, makes the fifth year since the city began to furnish school books for the entire children of the city. For convenience sake it may, perhaps, be as well to give here the cost to the city of school books each year:

First year	\$1,582 53
Second year	2,795 40
Third year	1,224 06
Fourth year	1,674 44
Fifth year	<u>1,591 73</u>

"At this time we have a larger amount of books on hand than at the close of either of the former financial years. It is probable, therefore, that the expenditure for the coming year will be somewhat less than the two preceding years. It will not, however, be much reduced, for, as the city increases, more books are required. Some books must also be constantly kept on hand to supply the immediate and continued demand.

"During the past year the city of Lewiston has adopted the Bath plan of furnishing school books. I have no doubt that within a few years, more

cities and towns will adopt the course that Bath has, and furnish books to the children, so that the cost of education will be entirely reduced to ordinary taxation.

"From our five years' experience in Bath, we can confidently recommend this plan to all cities in the state, as the best and cheapest method of providing school books. The towns and plantations will also find it to their advantage to adopt the same plan. The books can be purchased at low rates and used till worn out.

"In looking over the reports of the school committees of the cities, towns and plantations of this state, in the state superintendent's report, I find a very general demand for uniformity of text books, either state or town uniformity. I suppose all are in favor of town uniformity. A large number are in favor of state uniformity, but chiefly for the sake of bringing about in that, as the most ready way, perfect town uniformity. It is much to be doubted whether there is any easier or more practical mode of bringing about town uniformity than the plan adopted in Bath. Uniformity in the town is perfect of course, for they are purchased and placed in all the schools by the committee. The chief reason in favor of state uniformity, is the saving of the expense of purchasing new school books to those parents who move from town to town. This expense will be obviated by the towns furnishing the school books. Parents who move from a town will leave their school books of course, but have them furnished again by the town to which they move. They would suffer no loss, therefore, provided all the towns in the state furnish school books for the schools.

"The state superintendent recommends the "Bath plan" as on the whole the best solution yet devised of the vexatious question of "text-books," "state uniformity," etc. This matter has been before the legislature for several years, and there seems to be a tendency toward acquiescing in the plan adopted in this city. I hope it will be adopted throughout our state."

The following paragraph is taken from the report of the School Committee of Lubec, for 1873:

"The great variety of text-books now in our schools is a serious hindrance to the progress of the scholars and a source of perplexity and annoyance to the teachers. These different editions of arithmetics and grammars necessitate a like division and subdivision of classes; thus obliging the teacher to spend as much time with each separate class as would be required by three or four, if they had the same books and be combined in one class. The most effectual remedy for this abnormal and unnatural classification of schools is to have the text-books supplied by the town and at the expense of the town, and distributed to the scholars by the teachers, under the direction of the school committee. Wherever this plan has been tried it has worked admirably, and has afforded the most gratifying results, enabling teachers greatly to simplify the classification of their schools, and thus add materially to the teacher's power. It has been found also to be a great saving of ex-

pense, as the books can be purchased at wholesale, and thus save several profits; besides, they can be passed from one class of scholars to another till they are worn out, and, being the property of the school, the scholars will not feel at liberty to destroy them as if they were their own, and the teacher could hold each scholar responsible for the proper care of the books intrusted to his care."

The views of Hon. E. A. Apgar, State Superintendent of Public Instruction of New Jersey, are thus given in the Report of the U. S. Commissioner of Education for 1873, just published:

"The great obstacle to satisfactory progress that confronts the teacher of an ungraded school, is the multiplicity of classes. In nine-tenths of the districts of the state the schools are ungraded or the grades mixed. The number of classes is necessarily large and the time the teacher can devote to each is comparatively short. In many of these schools the number of classes is greatly increased by the diversity of text-books used, and a great decrease would be effected if uniformity could be secured. The question, 'How can uniformity be secured?' becomes then an important one. In most of the counties the Superintendents have endeavored to secure either township or county uniformity by calling the trustees of the townships or counties together and agreeing upon the books that shall be used. The result has not been successful. An approach to uniformity has been made, but in no county has it been fully secured. The difficulty is that, after uniformity is decided upon, there is no authority to compel parents to buy the books selected; and even if it were given, it is doubtful if it could be exercised to the necessary extent. The opinion is expressed that uniformity can never be secured until the law provides that the same parties that decide what books are to be used shall also be the purchasers. To secure county uniformity, there must be a county board to select and to purchase books for the whole county. For township or district uniformity the same must be true. Provided district uniformity can be secured, county and township uniformity are not considered of so much importance. It is suggested that if every district were to raise by tax an amount sufficient to purchase all the books needed to commence with, the children could be required to pay a small annual sum for their use, and with this fund the supply could be constantly kept up. There is no reason why the purchase of books should not be met by a common tax, as well as that incurred for erecting school-houses, hiring teachers or purchasing fuel. The custom is common in the cities, and there is no reason why it cannot be introduced in the rural districts with equal facility and advantage."

The superintendent of the schools of Fall River, Mass., says in the last published report of the Massachusetts Board of Education:

"There may be another cause for irregular or non-attendance at school, *viz: the cost of text books.* This expense is one of considerable importance to many families, and not a few cases where the family is large, and only the

labor of the parents the source of means for furnishing the necessities of life is even distressing. It seems to me that the term "free schools" means something more than furnishing rooms and instructor. To be worthy of the appellation they should furnish text books and stationery, teachers and rooms, furniture and apparatus, and all the appliances needful in the education of the children. If our city would supply text-books and stationery free to every child that would attend school, a great burden would be lifted from many poor but worthy families and an obstacle to better attendance removed. I am of the opinion that the cost to the city, if adopted, would be much less than the aggregate expense to individuals now. Books could be bought at lower prices, and when children were promoted their old books would supply other scholars until they were worn out."

That in Wisconsin the plan of free text-books has been considered and has found favor, there is abundant evidence to show. As specimen proofs I submit the following from County Superintendents:

Superintendent Powers of Wood county says, in his annual report for this year:

"There are to be found in the county, and, indeed, in many schools, nearly all varieties of text-books. There is nothing like uniformity, while many schools have not half enough books of *all* kinds. Some districts have expressed a determination to adopt a uniform series of books and raise by taxation the necessary funds to procure them."

Superintendent Thomas Clark of Superior, Douglas county, writes:

"The multiplicity of school books is a crying expense upon both poor and rich. The recommended books for a pupil from the age of five to sixteen amounts to scarcely less than \$25. Such a set of books under charge of board and teacher, kept in the school library, would serve for five or ten, instead of one pupil. It is a salient and startling fact, that while we boast of 'free education' for all, rich and poor, the pupil must pay more than \$2.00 a year for books, while the state fund yields scarcely fifty cents, and the poor man's cow liable to distress for the tax to educate his child."

I have already alluded to the fact that, under the township system of school government, text-book uniformity would come as an easy and natural result. It is with pleasure that I am able here to record a proof not only of this, but also of the advantages the town system affords for the purchase of all the books needed in the schools comprising the system. Two towns in the county of Chippewa have for some years enjoyed the advantages of this superior organization. In a recent interview with the secretary of the

board of one of these towns, I was informed it is there the custom of the board to purchase all the books needed in the schools, directly from the publishers, at a saving of 35 and 40 per cent. from the usual retail price. In this simple way there is secured for the schools absolute uniformity in books, and the latter at a cost less than could probably be secured in any other manner. From this plan to the still better one of absolute freedom of books, it is but a short and easy step.

In concluding the consideration of this subject, I express my conviction that the purchase of books by town authorities, and the loan of the same by them to the pupils of the schools would, in nearly every instance, prove satisfactory, if done in accordance with wise and strict regulations. There must be in each town a proper custodian of the books, who shall furnish them to each district upon the order of the district board or clerk. Teachers must be required to account to the board for the books put into their hands for the use of their pupils; and for any injury to them, or for loss, the parent or guardian must be held responsible to the town. A regulation might require that the books should be suitably covered while in use by the pupils. The perfect success or the failure of the plan will largely depend upon the regulations adopted and the strictness with which they are enforced.

The delay in printing this report enables me to add the result of a discussion of the above topic in the convention of county superintendents held at the capital December 28 and 29. I quote part of an editorial in the *Wisconsin Journal of Education* for January:

"The recent convention of county superintendents devoted an entire afternoon to the discussion of the Text-Book Question. We feel safe in saying that at least some phases of this important question were never before so fully and ably discussed by any body of superintendents or teachers in the state. When night at length put an end to the conference, the following resolutions offered by superintendent Guernsey, of Grant county, were adopted by a hearty and all but unanimous vote:

Resolved, That the law should require a uniformity of text-books in the schools of the same town.

Resolved, that each town should be required to purchase the books needed for the schools of the town, and should be allowed to loan the books free to pupils, or at a rental, or to sell them at cost to the patrons of the schools.

"We also take pleasure in saying that a large majority of the superinten-

tendents and teachers who participated in the discussion appeared decidedly to favor the absolute freedom of text-books, under certain strict regulations as to the care of them, and liability for loss or unnecessary injury.

"The fact that the schools are improperly termed "free," when the unavoidable annual cost of books to the individual is, on the average, several times the amount given by the state to secure free tuition for him, was clearly brought out in the discussion, and recognized as unquestionable."

I also take occasion to add the testimony of the able editor of the department of education in the *Atlantic Monthly*, printed in the November number of that periodical. "Maine has had a long discussion on the question of uniform text-books, but never a law on the subject; and now the towns are sagely settling the matter for themselves by conferring the use of text-books free upon all scholars." And still later, in the February issue of the same *Monthly*, this acute and thoughtful writer says, while speaking of the school reports of the different states: "Graded schools and a compulsory attendance law are almost universally advocated, and uniformity of text-books is much dwelt upon; but as New England has found out the shortest way to arrive at this latter is for each town to confer the use of text-books free. Then each locality will possess its own, and teachers will not be, as now, tormented with the heterogeneous text-books brought by the poorer children, while the volumes themselves can be preserved, it is found, from the pollution too often scribbled over them by thoughtless or vicious owners."

I am also able to give the following reliable facts received from an unquestionably accurate source, just before going to press. A city superintendent in this state who has recently made the subject a careful study, writes:

- "On plan of individual pupil ownership of text-books, in a city in Wisconsin, with an actual school membership of some hundreds of pupils, the average cost per capita per annum in all grades, from primary to high school inclusive, is..... \$2 30
- "On plan of government ownership of text-books in Lewiston, Maine, with a school membership of 8,034 pupils, the cost of text-books per capita per annum in all grades, primary and high school inclusive, is 58

COMPULSORY EDUCATION.

The general drift of public sentiment and of state legislation throughout the Union is towards compulsory school attendance. Compulsory laws are already in existence in New Hampshire, Ver-

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mont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Michigan, Texas, Nevada and California, and are recommended by the chief superintendents in numerous other states. My predecessor, in his special report to the legislature upon this subject, printed in his last annual report, concludes as follows:

"I have come to the conclusion from a careful investigation of the whole question, and specially in view of the fact that 55,441 persons 10 years old and over, in Wisconsin, are unable to write, and nearly 50,000 are not to be found in any school from year to year, that while the instructional agencies now employed should be developed to the highest degree of efficiency, the legislature should enact a law that every child within the bounds of the state, shall receive, in the public schools or elsewhere, at least the elements of a good common school education."

In view of these facts, some consideration of this important subject will be expected in the present report. I present this, however, with some diffidence, because investigation and reflection have not led me to the conclusion so generally reached by my predecessors in office, and by distinguished authorities in other states. I beg careful consideration of the following reasons why I think Wisconsin should not, at least for the present, enact a compulsory school law:

I.—NO ALARMING ILLITERACY.

I can see no peril to the state from the mere fact that a small fractional part of its children do not obtain such primary instruction as the common schools afford. It is my conviction that the number of persons in the state passing through the years of school age without acquiring, during some portion of that time, a tolerable knowledge of the arts of at least reading and writing, can properly be termed only a very small fractional part of our entire school population. The alarming statistics of illiteracy so commonly paraded in defense of compulsory attendance will not bear the ordeal of calm and intelligent scrutiny. The difference between the number of children actually attending school in a given year, and the entire number of children of school age for that year, is by no means the measure of a non-attendance that need excite alarm or call for a violent remedy. The school age is between 4 and 20 years. No child should be sent to school until he is 6 or 7 years old, and very many below that age are not. With a large number the school age practically ceases at 15 or 16. Omitting

from the number of non-attendants those between 4 and 7, who will yet secure the benefits of school instruction, those between 15 and 20 who have already secured them to some extent, and those between 7 and 15, who, from irregularity of attendance, are not consecutively enrolled during those eight years, and it is my deliberate conviction that the remainder will not be so large as to excite just apprehension for the future of the state; nor, indeed, larger than sparseness of population, poverty of parents, and the poor character of many schools will explain, and at least partially justify.

Moreover, it is unjust to charge upon the school system, as is often indirectly and covertly done, the imported adult illiteracy, both foreign and native born, that has come into our borders from other countries and from other portions of the Union. The last United States census report makes those of foreign birth about seventy-five per cent. of the whole number of illiterates in Wisconsin, and, while classifying the statistics into age divisions, the report in no case indicates the period of residence in the state. Therefore, to what extent illiteracy is of indigenous, and to what extent of foreign growth, it is impossible to determine from the evidence of that report.

ATTEMPT TO ASCERTAIN FACTS.

Having been convinced that no reliance could be placed upon the statistics hitherto gathered upon this subject in our state, and deeming an accurate knowledge of facts the only basis of intelligent action in the premises, I considered it an important duty to obtain such facts respecting the illiteracy of Wisconsin as would, above all things, have a bearing upon the question of a compulsory law. It appeared to me that if the number of children in the state, between the ages of 15 and 20 years, who were unable to read and write in any language, could be ascertained with approximate correctness, then the extent of the failure of our school system in reaching all the children of the state would be known with nearly corresponding accuracy. Few persons who have arrived at the age of fifteen years in ignorance of the simple arts of reading and writing, ever acquire those arts afterwards.

To ascertain the number of this class of illiterates, and also the less valuable, but yet desirable, number of those over the age of 20, a circular was issued from this office, in the early part of the

year, calling the attention of town and district clerks to the fact that these new items of information would be asked for in their annual report, and that provision would be made for them in the customary blanks. When the latter were sent, special attention was again directed to these new requirements, and it was hoped that valuable information would be thus elicited.

I am, however, under the necessity of recording the partial failure of this effort to secure the desired facts. The ordinary information hitherto required appears to have taxed to their limit the resources or inclinations of a portion of the local officials mentioned, and the other items were regarded by them with indifference, or with a measure of indignation, according as they happened to appear a mere useless addition to unrequited labors, or an impertinent request to ascertain family secrets.

Few facts relating to our school system would be more desirable and valuable than those I have thus unsuccessfully attempted to secure; and the state ought to make some adequate provision for obtaining them before it should feel warranted in legislating to correct an evil whose extent is now so uncertain.

Although this effort to ascertain the present extent of illiteracy in the state has been to a considerable extent a failure, yet it has tended to strengthen the conviction previously entertained, that the schools, wherever tolerably accessible, are imparting the elements of instruction to nearly every healthy child outside the cities and some larger villages. This is also the opinion entertained by the county superintendents with whom I have conversed on the subject. I shall continue to assume the accuracy of this conclusion, until the facts are clearly shown to be otherwise.

II.—CRIME NOT THE RESULT OF ILLITERACY.

Another fallacy, quite commonly accepted as truth, is, that crime is the direct result of illiteracy. It may well be that between illiteracy and crime there is a direct and constant ratio, but I am far from thinking that the latter can, to any great extent, be considered the result of the former. Nothing is more desirable here than truth. If crime is not the result of illiteracy, a law to prevent the latter cannot be justified by the consideration that it is cheaper to educate a man than to imprison him. If the question were now *the first establishment of schools*, it would be different. *Considerations that would then apply have now no relevancy, when the sys-*

tem is established, and is, with more or less success, directly ministering to the intelligence of the vast majority of the children of the state. The question is now confined to the small and peculiar class called "illiterates," and the conditions of the problem are greatly changed.

Considering all the circumstances surrounding this class, I am forced to the conclusion that if the state acts on the hypothesis of illiteracy being the cause of crime, and proposes to prevent the latter simply by forcing young "illiterates" into school, it illogically mistakes an effect for a cause, and will fail in attaining the end sought. Crime is not the result of illiteracy, but both crime and illiteracy are the twin results of antecedent causes—poverty, hereditary defects in the physical, intellectual and moral constitution, the vicious example of parents, the debasing influences of the entire social "environment." To argue that illiteracy is the cause of crime, simply for the reason that a certain per cent. of all criminals are unable to read and write, is an absurdity altogether unworthy the attention or belief of an intelligent person. As well might it be argued that the ill-health of the inhabitants of a crowded, unventilated and noisome tenement house of a great city is due to a lack of medicine. It is rather the result—the inevitable result—of the conditions by which they are surrounded. The most skillful physicians will in vain administer their remedies. Poison lurks in the very air, and is inhaled with every breath. Disease is the inevitable result of the wretched circumstances in which they live and move and have their imperfect being.

As physicians can do little towards establishing health in bodies thus perpetually surrounded by the conditions which breed disease, so the public school, as now constituted, can do little towards transforming the illiterate children of poor, ignorant, and perhaps vicious parents, into intelligent, virtuous and useful citizens. Mere primary school culture has no such miraculous power. The debasing influence of home surroundings finds little check in the limited training of the elementary schools. That the instruction which the public schools can give to the comparatively small class constituting the "illiterates," provided that class were all compelled to receive it, must be almost entirely elementary in its character, is self-evident. It would of course have some influence for good; but what I wish to maintain is that the influence of mere primary instruction (especially that imparted in great numbers of our schools, as now

conducted) over this class of people, would not be nearly so great as is often thoughtlessly asserted and believed—would not be so great as to make it a matter of state concern—would not justify the state, on *any principle of self-preservation*, in making a compulsory law to secure to *every* child a knowledge of reading and writing and the four fundamental rules of arithmetic. Society is infested with other evils far more dangerous and extensive than the evil of illiteracy, and calling more loudly for the strong hand of the state to check.

Moreover, that crime is not the result of mere illiteracy—mere intellectual blindness—is emphatically shown from criminal statistics themselves. The commissioner of education, Gen. Eaton, asserts that in 1863 only 20 per cent. of all the prisoners in the country were unable to read and write. The educational editor of the *Atlantic Monthly*, in the November issue, makes the number of illiterate criminals only two per cent. more. If only one criminal out of five is illiterate, then instead of illiteracy being the cause of crime, is it not more logical to infer the very reverse—that elementary instruction is rather the cause of crime? And this inference is *actually supported* by one of the best authorities among modern philosophers. Dr. Draper says in his *Human Physiology*: “Elementary instruction, so far as reading and writing go, does not lead to the diminution, but rather to the increase of crime; a very important conclusion, more particularly in the United States, in many portions of which this kind of education is chiefly patronized by government, to the exclusion, to a certain extent, of that which is of a higher grade, and which serves to correct this important defect.”

Thus far I have maintained, and now repeat, (1) that there is no evidence to show that any considerable and alarming number of children in the state are growing up absolutely without school instruction; (2) that illiteracy in the extent to which it exists is not the cause of crime, but a result, with crime, of antecedent causes over which public schools have no control; (3) that the mere elementary instruction of the public schools, as now constituted (continued at intermittent periods between the ages of eight and fourteen years), would not materially modify the character of *the class to which illiteracy is confined*; and hence, (4) that a *general law to stamp out illiteracy by enforced primary culture is called for by no consideration of peril to the state, is illogical and*

absurd in itself, and ought not to receive the sanction of thoughtful men.

III.—DIFFICULTIES OF COMPULSION.

The difficulties lying in the way of a successful working of a general compulsory law are numerous and nearly insuperable; so that there is an overwhelming probability of the failure of such a law to attain the ends desired. A law that will probably not be respected and enforced should certainly not be enacted. Let us consider some of these difficulties.

Illiteracy, as already mentioned, is largely—probably chiefly—due to extreme poverty. It is the lowest class of the poor that compulsory acts are mainly designed to reach, and it is just this class for which this provision is singularly ill adapted. Compulsory laws require all children between certain ages to attend the public schools a certain number of weeks each year, unless elsewhere instructed. The children of the extremely poor cannot be elsewhere instructed. They must of necessity be forced into the public schools. Now it so happens, as a general truth, that where there is the lowest depth of poverty and the greatest amount of youthful illiteracy—namely, in the cities and larger towns—there are to be found the best schools, the finest buildings, the most accomplished teachers. There the schools are popular and are frequented by the children of the wealthiest and most intelligent citizens. But the very excellencies that win the patronage and confidence of such, repel the extremely poor. The wretchedness of extreme poverty shuns companionship with better fortune, as owls and bats shun the light of day. Shame, pride, self-respect, close and double lock the doors of public schools against the children of the wretchedly poor.

I have not the least doubt that poverty is thus the chief cause of the absolute failure of the public schools to reach the illiterate class of children in our cities and larger towns. The want of means to procure clothing and books, the immediate necessity of productive employment as soon as the children have reached an age when they can make even trifling contributions towards their own support, and those mingled feelings of shame, despair and desperation which render the extremely poor of all cities a class by themselves, shut out from all refining influences, reached by no general legislation, but a class to be dealt with in exceptional ways,—these things are what bring forth abundantly the twin results of ignorance and

crime, and find so little direct mitigation in our public school system.

The law that would merely drag the wretched children of wretched parents into the schools, keeping them there for a certain number of weeks each year, without withdrawing them from the debasing influences of their surroundings, without contributing anything to their support, while constantly taxing their self-respect, cannot have enduring elements of popularity beyond the realms of mere theory. Practically, it must prove a failure. It may even be questioned whether it would not work more injury to the schools than benefit to those compelled to attend them.

The sparseness of our population in many portions of the state, and the consequent distance of the schools from many of the children, would render the enforcement of a general compulsory law often a grievous hardship.

Another objection to such a law is found in the poor character of many of our public schools. Compulsory attendance presupposes the high value of that which no citizen is allowed to dispense with. When the law forces my child into the public school, I have just cause of complaint if the instruction is not good, and if the physical and moral influences of the school buildings are pernicious. It is my conviction that neither in the convenient accessibility of the schools nor in the character of the school buildings, nor in the excellence of the instruction imparted, is our state sufficiently advanced to warrant it in adopting the principle of general compulsion.

Again, I cannot help thinking that there is in a compulsory school law something essentially opposed to the genius of our free institutions—something essentially un-American. In the absence of any facts to show the real necessity of such a law—facts showing the “alarming” increase of illiteracy from any failure of the public school system—I trust I may be excused for delighting in the very freedom I now have in controlling the movements of my own children, whom I love, and whose welfare is a source of my deep concern. Although believing a liberal education is the best possession with which they can commence life, yet I cannot recommend a general compulsory school law, inasmuch as I am conscious that I should myself feel my natural freedom unnecessarily oppressed by the restrictions of such a law, if it were enforced. Heaven forbid that I should advise the enactment of a law I could not cheerfully obey.

The mere consciousness of the existence of a law actually compelling the attendance of my children would be intolerable. Statutes like that, whose uselessness, in my own case, would only be equaled by their impertinence—I could not regard with other feelings than those of indignation. I want no statute laws telling me how or when to feed, to dress, or to educate my children. If I had been reared under a despotism I might not seriously object to such; but having been reared under free, democratic institutions, I can cheerfully endure no abridgement of the liberty I have enjoyed. I am, as every other true American ought to be, jealous of that liberty.

Such are my personal feelings, and such, I apprehend, are or would be the feelings of the vast majority of Americans, when the test is really applied. Even acknowledged benefits of a compulsory attendance law could not secure its enforcement. Satisfactory at first in theory, supported by apparent evidence of success in other countries, such a law must in this country fall prostrate, when, in attempted execution, it meets face to face the inherited instincts of American freemen. A remarkable and convincing proof of this, in the experience of at least one American state, will be subsequently presented. Arbitrary interference of government with the natural right and authority of parents in the family will not here be tolerated; it is fundamentally opposed to the character of our free institutions, repugnant to all our feelings, habits, and experience; and, happily, reason and facts show such interference to be as unnecessary as it is odious. The vast majority of parents do not feed their children with wholesome food, at suitable times and in sufficient quantities,—nor even feed them at all, because the law compels them so to do. Natural affection is higher than all law. So natural affection leads them to cultivate the intelligence of their children, and if the state affords *easy* and *good facilities* for so doing, this matter may be safely left to natural affection and the influence of public sentiment. It may be so left as far as regards ninety-nine per cent. of the population. For them a compulsory law is not only useless, but worse than useless—it is an impertinence.

For the one per cent. who, through extreme poverty, through ignorance, or indifference, or viciousness, allow their children to grow up without any intellectual and moral training—for these the state may enact a *special* law, if it sees fit, and if private organized charities are less efficient for their benefit. Or the state may supplement the work of private charity by its own bounty and care. With

this one per cent. compulsion alone will be of little avail. Something like the remedies suggested below, must, I think, be the more radical and effective means of cure employed.

COMPULSION IN MICHIGAN, NEW HAMPSHIRE, ETC.

Not only are the above and other serious objections to a law of compulsory attendance such as probably would render the law inoperative, but, fortunately, we have already in our own country the more potent logic of facts to sustain the conclusions of reasoning. Compulsory attendance has actually been tried and found wanting. A compulsory law has been for nearly four years upon the statute books of an adjoining state. Its supposed wisdom—even necessity—had been previously widely discussed and generally admitted. The law was passed, so to speak, by acclamation, and went into operation—or rather was ready to be put into operation—under the most favorable circumstances. Public sentiment supported it. The school system of that state was acknowledged to be one of the most admirable and efficient in the Union. Her university had acquired a national reputation. Her high schools were unsurpassed. The general enlightenment of her people, their interest in education, their enterprise, prosperity and virtue, ranked deservedly high. Conditions more favorable to the success of such a law could scarcely be found on the continent. The law itself was simple, its penalties only moderately severe, and there was nothing in it so far as I have been able to judge, to render its enforcement peculiarly difficult or odious. Soon after its passage the State Superintendent of Public Instruction wrote of it: "I do not remember that any law bearing upon the school interests of the state was ever received with such universal favor as this one. The press, without distinction of party, very generally commend it, and very few of the people are heard to speak against it." Such were the circumstances under which the compulsory law of Michigan was enacted in April, 1871.

What has been the success of that law, looking back upon the experience of a three years' trial? Let this be clearly answered by the following letter from State Superintendent Briggs, and by the representative extracts from the last annual reports of the county superintendents of Michigan. These will fitly and profitably illustrate the truths that facts are better than theories, and that "*hindsight*" does not always confirm the uncertain visions of "*foresight*:"

" LANSING, Dec. 19, 1874.

" HON. EDWARD SEARING, *Madison, Wis.*

" DEAR SIR:—Your favor of the 11th inst. (calling for my impressions respecting the general working of the 'compulsory school law' in Michigan), is before me, and in response I will say briefly that the 'act to compel children to attend school' was approved by our legislature April 15, 1871, and became operative on the first Monday of September following. I have yet to learn of a single instance of its enforcement in any locality. Hence the ready inference is that the people are not ready for it, and it stands a '*dead letter*' on the statute books, to be vitalized or its spirit materialized, like *Katie King's* in the 'good time coming.'

" A disposition on the part of school officers to ignore the law everywhere prevails, and this statement is most fully confirmed by the testimony of the county superintendents of schools throughout the state.

" It is true that there has been a gradual increase in the percentage of attendance as reported, since the enactment of the compulsory law. Whether this should be attributed more to the *very existence* of the law, than to the healthy work as done by the county superintendents of schools is a question.

" There are many, and among the many some prominent educators, as you are aware, who hold the opinion that any compulsory law requiring the attendance of children at school is not in harmony with our free school system, which is based upon the doctrine that the taxable property of the state shall educate its children for the good of the state. As we have the compulsory assessment, and the compulsory collection of a tax yielding millions of dollars which are annually expended for the support of the public schools, should not these, for whom this great expenditure is made, be compelled to avail themselves of it?

" Very respectfully yours,

" DANIEL B. BRIGGS, *Supt.*"

" The compulsory school law in this county is a dead letter. No prosecutions have ever been made to enforce it."—*Supt. Allegan Co.*

" I do not believe the compulsory act has increased the attendance in this county. The law seems to be generally ignored. Parents think it interfering with their personal rights, and the school officers are not inclined to face public opinion."—*Supt. Bay Co.*

" The compulsory law is a dead letter in this county. I have not heard of a single instance of its being enforced or heeded since the enactment of the law. We are not without need of such a law, but none are willing to take the advance steps toward enforcing it; many think that such action will plant the germs of domestic broils and neighborhood quarrels."—*Supt. Branch Co.*

" The compulsory school law has increased the attendance upon the schools by its silent influence upon the public mind. The importance of the results which the law seeks to secure is everywhere recognized: while the law is regarded as incompatible with the spirit of free government. No prosecutions under the law have come to my knowledge during the year."—*Supt. Oakton Co.*

"The compulsory school law is practically a dead letter with us, as much so as any piece of legislation that was ever put upon the statute books; and yet few laws were ever hailed with more general satisfaction, or were abstractly more popular."—*Sup't Jackson Co.*

"Exists in this county only in name. Known violations of the law occur in nearly every district without notice. The inhabitants of districts where offenses are committed seem to regard a prosecution in the light of personal difficulties, and refrain from any litigation in the matter." * * * "Offenders under the act are invariably a class of people without means, and from whom no fine could be collected."—*Sup't Macomb Co.*

"Has not perceptibly increased attendance."—*Sup't Mason Co.*

"You cannot interest men to such an extent in the intellectual welfare of their friends' children, that they will excite a feeling of hatred in the neighborhood by prosecuting those who do not send their children to school."—*Sup't Saline Co.*

"The compulsory school law, which has been in force for nearly three years, has evidently not met the sanguine expectations of its friends."—*Sup't Washtenaw Co.*

Such has been the experience of Michigan, a state adjoining our own, one of the first to adopt a compulsory law, and one presenting conditions much more favorable for the success of such a law than those now to be found in Wisconsin.

New Hampshire, whose compulsory law was enacted in the same year as that of Michigan, has had, so far as I can learn, a similar experience. The returns for 1873 show a small decrease for the previous year in the number of non-attendants, but the State Superintendent, in his last annual report, says, in reference to the law, that "little effort, other than the posting of the law, has been made for its enforcement outside the cities and a few larger villages." The fact and the cause of this failure of compulsion in Michigan and New Hampshire are appropriately stated by Hon. John Monteith, Superintendent of Public Instruction of Missouri, in his last annual report, where he says:

"In New Hampshire and Michigan the law is, to a great extent, a dead letter. The difficulty, too, is one of a very fundamental character. There is no way in which such a law can be enforced except by a police system of immediate arrest, or through process brought against the offender by a citizen. The police system may do in cities, but it is impossible in the country. In the country, therefore, neighbors must proceed against neighbors in the very delicate matter of the treatment of their children—a duty which could not be expected except in a community where universal education is well nigh an accomplished fact."

Sufficient time has not yet elapsed for reliable and valuable reports of the working of the compulsory system in other states. Reports have come, but they are conflicting. I believe, however, that the following words from the last published report of the school committee of Lynn, Mass., contain such essential truths as can be limited by no state lines. These words, be it remembered, come from a commonwealth that has always been foremost in educational enterprise, and in which compulsory attendance has existed in law for more than twenty years:

"Still, all this argument and the lavish expenditures in vindication of its sincerity and justice, fail to obtain from all a prompt compliance with the provisions requisite to secure the proffered benefits.

"The sacrifice of the time and expense of the maintenance of their children at school is greater than a large number of parents are disposed to incur.

"The complaint of non-attendance at the schools is by no means limited in place or time. The school reports from other parts of the Union lament its prevalence in despite of all efforts for its prevention.

"Our school statutes have the appearance of the keen edged blade, but it is left to repose in its sheath; for no official feels authorized, or rather compelled, under penalty, to draw and test its quality. The town or city is empowered to make its own by-laws regulating school attendance and truancy, and appoint at annual meetings, or by the agency of mayor and aldermen, three or more persons, who alone shall be authorized, in case of the violation of such by-laws, to make the complaint and carry into execution the judgments thereon.

"The agents to investigate and prosecute for violation of the laws are to be appointed by their own neighbors to prosecute other neighbors, and all are aware of the influences that, under these circumstances, are wont to paralyze the arm of power. They know their true condition.

"Compulsory laws are powerless to secure the attendance school of children destitute of or limited in the means of comfort or subsistence. School houses, books, apparatus, teachers, are provided, but the homeless, shoeless pauper, and the large family with small means are excluded by the stern statute of necessity from a share in the privileges offered."

IV.—REMEDIES FOR IGNORANCE AND CRIME.

That children should not be allowed to grow up into an inheritance of ignorance and crime, if society can help it, is obviously a sound maxim. But how can it be helped without resorting to the Spartan practice of aiding Nature in her effort to secure the "survival of the fittest?" As this is quite out of the question, with our present civilization, and as this civilization, moreover, throws

a hundred civil and hygienic safeguards about the lives of even the most worthless members of society, the question of pauperism with the attendant evils of ignorance and vice is one of the most important and difficult questions a state can have to solve. Formerly through wars, and pestilences, and famines this question, to a great extent, periodically settled itself. The survival of the fittest was attained, but attained at large cost of life and happiness, even to great numbers of the "fittest" themselves.

While not pretending to present any infallible remedy for that deplorable tendency of a certain fractional portion of society to degenerate—a tendency chiefly observable in cities and large towns—I nevertheless venture to offer what would seem to be remedies more or less potent for its mitigation. Want of space compels me to mention these only briefly:

(1) The schools of the state should be made as efficient and attractive as possible. Children should be strongly drawn to them by the bonds, not of legal enactment, but of personal inclination; and should be, when once in, strongly impressed by the high character, intelligence, skill and sympathy of the teachers. Is there nothing more for the state to do in this direction?

(2) There should be a vastly more efficient supervision—a supervision that not only secures wise teachers and wise class room methods, but that carries its observation and its influence to every family whence come, or ought to come, children into the schools. I speak of an observation and influence not compulsory, not offensive, but still effective for good, even as the influence of a wise and good pastor over the families of his parishioners. Supervision is now but the shadow of what it might be, ought to be, and will yet be, when town, county and state shall each have its own fitting and most effective system.

(3) The schools ought to be made so thoroughly free—costless—that not even extreme poverty should find at the threshold any barrier. There should not only be free seats, free books, free instruction, and free attractions; but, to the children of the extremely poor, free clothing, and free time. If books and boots cost money, which the poor child or the poor parent has not with which to purchase, let books and boots alike be furnished. If cessation from productive labor—even though childish labor—be a severe physical hardship, during the months or years necessarily devoted to the acquisition of that intelligence and culture which fit for good citizen-

ship, than let appropriate support be given to child or parent by the society or state that is interested in the intelligence of the former. *There is no escaping this conclusion* and the man who, overlooking these difficulties of poverty, can expect to see illiteracy swept away by the simple falt of a general compulsory law, has but very superficially studied the question he thinks so easily and cheaply solved.

I here ask attention to the following pertinent and suggestive paragraph, descriptive of a German school, which I find in the last Massachusetts School Report. Let it be well pondered by the advocates of a mere "Compulsory Law." In his description of a visit to a German school, Mr. Kay says:

"On arriving at one of the towns, I engaged a poor man as guide. I asked him to take me to some of the worst schools. He answered me, 'Sir, we have no bad schools here; all are good.' Well, take me to the worst you know. He answered again, 'I don't know any poor ones, but will take you to where my children go.' It was a lofty and handsome building, five stories high and sixty feet broad. The children were so clean and respectably dressed that I could not believe they were the children of poor persons. I expressed my doubt to my guide. His answer was, 'My children are here, sir;' and then, turning to the teacher, requested him to tell me who were the parents of the children present. The teacher made the children stand up, one after another, and tell me who their parents were. From them I learned that two were the sons of counts, one of a physician, one of an officer of the royal household, one of a porter, and others of mechanics, artizans and laborers who were too poor to pay for their children's education, and whose children were clothed and educated at the expense of the town. In their manner, dress, cleanliness and appearance, I could discern no striking difference."

(4.) After the schools have been made thus attractive, efficient and free, and after wise supervision has done its proper work, there will still remain a very small fractional portion of the children of the state upon whom the strong hand of compulsion must be laid. These will be chiefly in cities, and will be almost exclusively the children, not merely of poor, but of dissolute and vicious parents. Special truant laws, applicable to such children and to such places, will compel attendance in the ordinary public schools, or in case of peculiar parental or juvenile incorrigibility, will separate children from parents, consigning the former to special reformatory schools, away from the home influences that perpetually degrade and harden the character already peculiarly prone to evil through the laws of heredity.

(5.) Voluntary individual or associative action might accomplish large results without the action of the state. Has a "Society for the Prevention of Cruelty to Animals" any more justification in necessity than would have a "Society for the Prevention of Crime and Illiteracy in Men?" Why should numerous voluntary societies for the suppression of intemperance exist, and none for the suppression of ignorance? Can a nobler object for an association be conceived than the securing of a cultivated intelligence to every man and woman in the community? In proportion to the intelligence of a community do intemperance, and crime, and poverty all disappear.

(6) There is an indirect means by which absolute illiteracy might be diminished, education honored, politics somewhat purified, and the state in general benefited. I refer to the limitation of the privilege of suffrage by an educational qualification. It is admitted that universal intelligence is the only foundation rock upon which to base a democratic republic. In such a government an unintelligent voter—an integral sovereign of the commonwealth without the first and simplest qualification of sovereignty—is an anomaly that should not be permitted. There is no greater, no more dangerous political absurdity than the ballot in the hands of men who cannot even read it,—much less read the laws they blindly and blunderingly aid in enacting and modifying, and the constitution that directs and limits their powers. To convince us of this we need not the examples of Spain, Mexico, the South American republics, and the nearer and even more pitiable illustrations in some of our own southern states.

To secure to the franchise that simplest degree of intelligence which is compatible with wise and honest government, I would not ask that the elective privilege should be taken from any man now possessing it; but I boldly and unequivocally, and emphatically, and with a deep conviction of its eminent justice and wisdom, declare my belief that the state ought to fix a time in the near future after which no more illiterate recruits shall be received into the ranks of its sovereign rulers,—that after such time no man shall deposit a ballot who cannot read the ballot. This I believe to be due to the cause of good government, due to the interests of education, due as an example to unfortunate sister states, due finally to the example of that Mother of Republics, educated and thrifty New England.

TOWNSHIP SYSTEM OF SCHOOL GOVERNMENT.

It is the substantially unanimous opinion of the highest educational authorities of the country, that the division of towns into petty, independent districts for school purposes is an indefensible source of weakness to the educational system. My own convictions respecting the superior merits of the township over the district plan have always been clear and strong. Hence one of my first official acts last winter was to call the attention of district and town officers, by a circular, to the advantages offered by the township organization under the provisions of the law of 1869.

Although this law has formed part of the school code for six years, and although it received the hearty endorsement of my immediate predecessors, I regret to say that very few towns have as yet seen fit to secure under it the benefits of the superior organization it offers. These are confined, so far as I have learned, to the seven towns of Barron county, two of the towns of Chippewa county, and two or three towns of Jackson and Shawano counties. In these towns I believe the system is decidedly popular. In a recent conversation with the intelligent secretary of one of the two towns of Chippewa county which have adopted the system, I was informed that it is there giving the utmost satisfaction, and that the thought of returning to the former independent district system would not for a moment be entertained. He assured me that the schools cost less and yet are more efficient than under the old plan. I also learned from him that the merits of the new system are gradually becoming manifest in other parts of the county, and that at least one other town of the same would probably soon reorganize under the township law.

All things considered, I am inclined to think the general abolition throughout the state of the feeble district system would work more good to the cause of popular education with us than any other one change we could inaugurate. This statement is not inconsistent with the belief, elsewhere expressed, that the subject of intermediate schools is the most important educational question in the state. The wretched character of the district system, *is not a question*. It is a proved and admitted fact. Intelligent educational men have differed as to the merits of this or that scheme for the establishment of intermediate schools, but since the

days of Horace Mann they have held but one opinion respecting the unfortunate subdivision of a town into school districts. Moreover, the success of the High School system, elsewhere recommended, is so intimately connected with the town organization that without the latter in some shape that success will be impossible. The same thing might be said respecting the solution of the textbook question proposed in this report. The advantages of uniformity in text books throughout a town can only be secured by some kind of town organization. Town High Schools and town uniformity of books *can* be secured without the abolition of the obnoxious districts, but it were far better first to supplant these with the fully organized township system.

That they will be thus supplanted at no very distant day is certain. The merits of the town plan are so obvious that even the force of tradition and habit must yield at last to intelligent conviction. The reconstructed town must obey the law of centralization, as surely as a reconstructed Italy and Germany. Organized union and centralization are the economic law that presides over the most successful enterprises of modern intelligence—whether governing an empire or state, a railroad or mining corporation, or managing the educational affairs of a township. No less marked in its degree will be the success resulting from the abolition of those petty oligarchies called districts, than has been that resulting from the abolition of the petty states that bred jealousy and weakness for the nations alluded to.

I do not propose to enter into an elaborate, original presentation of the superior merits of the township plan. I prefer rather to combine, in the words of others, at once the force of argument, the weight of excellent personal authority, and the influence of successful example. By this means I hope to secure throughout the state a general and earnest reconsideration of this important subject.

I have nowhere found among late school reports a clearer statement of the superior advantages of the township system than the one presented in the last Annual Report of Hon. E. A. Apgar, State Superintendent of New Jersey. This efficient and faithful officer who for nearly nine years has presided over the educational interests of that state, and been largely instrumental in making its school system one of the most admirable in the Union, says in his report for 1873:

"Our school law, which gave us the county superintendency, has been in operation six years. By the provisions of this law, the number of school officers in the state was materially lessened, and the whole system was strengthened and made more efficient. A still further reduction in the number of our school officers can be made by adopting what is termed 'the township system.'

"This change, in my judgment, would strengthen our system still more and add greatly to its efficiency. This modification in our law was urged in a supplement accompanying my report made for the year 1869. A portion of the argument then used, I desire to repeat, and to urge anew the adoption of this change. The following are some of the leading features of the system proposed:

"1. All independent and local districts would be abolished, and each township would be constituted a school district for all school purposes.

"2. For each township there would be a board of school trustees, consisting of six men, to serve for three years, one-third of the number to be elected annually by the people at their town meetings.

"3. This board of trustees would be clothed with authority similar to that now conferred upon our local district trustees. All the school affairs of the township would be under their supervision and subject to their control. By them the teachers would be employed and paid, school houses built and repaired, and supplies furnished.

"Such is only a brief outline of the system; many details would require adjustment in preparing a bill. It would not affect the systems now established in our boroughs and cities; its practical operation would be to give to each township a school organization similar in all respects to that now in operation in the cities. For all other purposes, in our political organizations, the township is the unit, and there appears to be no good reason why it should not be the unit for educational purposes also.

"This change would reduce the number of school districts from 1,367, the number we have at present, to 254, the number of townships and cities in the state. The number of school officers would be reduced from 4,200 to about 1,600. We have now an average of seven boards or twenty-one school officers for each township. Let one fourth of this number be chosen to look after the interests of the schools, and there will be more system, a greater degree of harmony, a deeper interest and more effective work in our school organization than is now possible.

"At present we have too frequent elections. The people of each district are required to meet twice each year, once to elect trustees, and once to vote on the question of school tax, and as we have 1,367 districts in the state, we necessarily have 2,734 of these district elections every year. Add to this number the special meetings held, and the total number probably exceeds 3,000. By making the change proposed all these meetings would be dispensed with. The officers would be elected and the money voted at the annual town meeting. It frequently happens that our district meetings are attended by not more than half a dozen persons, and the action taken in the election of trustees is, therefore, not always a fair expression of the sentiment or choice

of the people. In consequence of the small number accustomed to attend these meetings almost any person, however unfit he may be for the position, may secure his own election by the assistance of a few of his comrades. Thus the election of certain persons is frequently secured for the express purpose of defeating the objects of public school education. At the town elections these designing men could not accomplish their purpose so readily. At these meetings a full attendance of the voting population is usually secured, and the results of the elections are, therefore, fairer expressions of the wish and will of the people.

"Under our present system it is found difficult to select any basis upon which the school moneys can be apportioned so that each district shall receive the precise amount of money it needs. To some is apportioned more than is needed and to others less. The expenses for repairs, supplies, teachers' salaries, fuel, etc., are not determined by any statistics that can be taken as a basis of apportionment. This difficulty would be removed by the township system. There would be levied upon the property of the township such a sum of money as, in connection with that received from the state, would be sufficient for all school purposes. This money would be used by the township school officers for the support and benefit of the schools under their charge according to their respective needs. The total sum apportioned to and raised in a township would be used to build school houses where needed, to make all necessary repairs, to furnish all needed supplies, to pay the teachers employed, and to defray every expense incurred in maintaining the schools in the entire township. As it is now, district taxes must be assessed in many of the districts. The amount needed may be small, as it usually is, except where new houses are to be built or extensive repairs are to be made. Still in no case can money be obtained without calling the people together by properly posted notices and securing the necessary vote, after which the assessment and collection are made. Substitute the township system and the desired result is obtained with far less trouble. The township school authorities have only to make their estimate of the amount of school money needed, in precisely the same manner as the board of chosen freeholders now determine the amount required for building bridges, etc., and the money is assessed and collected without making any labor or trouble additional to that which is every year necessary in assessing and collecting the township taxes.

"The township system could be administered more economically than the district system. There are certain times of the year in every district, during which the attendance upon the school is small, yet the school must be continued for the accommodation of those who wish to attend. If the school is closed, those who can attend must remain at home or pay full tuition fees for admittance in a neighboring school. Thus for the benefit of a few children the expense of maintaining a full school is incurred. So, if the school is continued, a seeming needless expense is involved, and if it is closed, those who desire to attend are deprived of school privileges; either way it works evil.

"Endless are the disputes and troubles about district boundaries. Those established only satisfy a portion of the people, while in nearly every district there are some who are constantly desiring changes. When the called for

changes are made the troubles instead of being allayed are often increased. In some cases the interests of education, in the opinion of the county superintendent, may demand a change, but no sooner does his object become known than there at once springs up an opposition which throws every obstacle possible in the way of the county superintendent accomplishing his purpose. There is no duty which gives to the school officers more trouble than that of determining and changing district boundaries. The township system would remove all disputes arising from this fruitful source.

"The present plan of dividing the township into a great number of small districts, each with its separate board of school officers and organization, does not admit of grading or classifying the schools. Each district is too small to support a graded school of its own, and there appears to be no practical plan for it to unite with others for this object. The school law provides for districts thus uniting and establishing graded schools, but the plan marked out does not work well in practice. Districts cannot act separately and conjointly at the same time. They cannot retain their separate organization in all matters relating to their district schools, and at the same time act with others in establishing and maintaining a graded school. In nine cases out of ten, there are, in each rural district, but one school and one teacher. Into that one room, and under that one teacher, are gathered all the school-going children of the district. The curriculum of studies embraces all subjects, from the primer to higher mathematics and the natural sciences. The diversity in the attainments of the children, and the number and variety of the branches taught, make it difficult to effect any satisfactory classification. Each district is left in isolation and weakness. Remove these district lines and we at once admit of a comprehensive plan of co-operation by which the schools of the township may be graded, and high schools established where and when needed.

"The change in our system which gave us the county superintendent, simplified the school machinery in the state. School statistics, which under the old law were obtained with great difficulty, and were inaccurate to a great extent, are now collected with comparative ease, and are, for the most part, reliable. And not only are school statistics gathered more accurately and easily than formerly, but in proportion to the reduction of the number of school officers, has there been a corresponding increase in the efficiency of our supervision. The trouble which we still labor under is the cumbersome and inefficiency of our school machinery in the counties. The county superintendent has too many officers through whom he must act, and upon whom he must rely for much of the information which he needs. In the change to the township system, our whole school machinery in the counties would be simplified in the same manner, and to as great a degree, as the county superintendency simplified it in the state, and I have no doubt but a like improvement in the efficiency of our supervision, and in the ease with which school statistics can be gathered, will follow. Instead of having from forty to one hundred and twenty boards of school officers through whom to act, the county superintendent would only have from five to twenty-five such

'boards. Conferences with the boards could readily be had, and much more harmony of action would be secured.

"This system, in all its distinctive features, is in operation in the cities. In each city there is but one board of school officers who erect the buildings, employ the teachers, determine the course of study, select the text-books and exercise all the authority needed. The system possesses unity, harmony and strength. Here, we have the township system illustrated; and no objection, it appears to me, can be urged against it, as a township system, that cannot, with equal force, be offered in opposition to it as it now exists in the cities. Suppose in each of the cities there were as many different boards of school officers as there are schools, each acting independently of the others, thus establishing as many different and probably antagonistic school policies as there are school buildings; the weakness and perplexities of such a state of things is, of course, apparent, yet the district system in the country is identical with it."

Nearly every statement here made is as applicable to Wisconsin as to New Jersey. It will also be observed that Superintendent Apgar published the above as a repetition of a recommendation made four years previously. His own continued conviction is thus indicated, as probably also the difficulty of persuading people to abandon unwise but time-honored methods.

Maine, like Wisconsin, has a law allowing towns to exchange the independent district for the better township system. There as here, the change has been a slow one, but Superintendent Johnson says in his report for 1873:

"In several instances the district system so called, has been abandoned and the town plan adopted, with most satisfactory results, as for instance in Turner, Lisbon, Pembroke, Machias, Baring, Whitneyville, Kenduskeag and other towns of medium size and scattered population, a fact indicating the practicability, and, in positive results, the desirability of the town plan. The examples thus afforded have already set neighboring towns to a candid consideration of the matter. Nothing is now needed except to encourage public sentiment in this direction. We have law enough."

Here too as there, we need not law, but enlightened and encouraged public sentiment.

Hon. D. B. Briggs, who has just been re-elected State Superintendent of Michigan, says in his last published report:

"The disadvantages (of the district system) are many and great. Why is it desirable to have thirty-nine or more men in a township chosen for a service (as is true in numberless townships of the state), which six, nine, or twelve will do better? We have an army of school officers in the state exceeding twenty thousand; and it is repeatedly and very naturally urged as an objec-

tion to our district system, that the average quality of the officers is inferior, and in many districts where intelligence and character are especially needed even tolerably suitable men can not be secured to hold the office, the public money is often times misapplied and wasted, if not stolen, the law repeatedly violated and the schools comparatively worthless. But by enlarging the area of the district a wider opportunity of choice is allowed, a superior average of official character is at once obtained, and more vigor, honor and intelligence is infused into the management of school affairs. But perhaps the most serious objection to the existence of small districts, arises from the difficulties necessarily existing in the way of organization, classification and gradation of schools. The overwhelming force of this view of the subject is felt, as we know and appreciate the advantages of the gradation of the schools, as adopted and strictly adhered to in our cities and villages; of improved school accommodations, and more uniformity of management generally.

"A class of men can be induced to manage the affairs of a township that would not be troubled with the affairs of a district one-tenth or one-twelfth of its size. Hence the importance of enlarging the district sufficiently to make the administration of its school affairs an object of dignity and responsibility. In the older and more populous counties of the state what objection can there be to the territorial identification of the township and the school district? The reasons are ample why they should correspond. The fact that the township is the smallest unit in the civil system renders it desirable, for the sake of uniformity alone, that it should correspond with the smallest unit of the educational system. It becomes easier thus to preserve in the minds of the people a clear comprehension of the three-fold character of the school system, and the analogy of construction which exists between it and the general civil organization of the state. In 1861, a bill was introduced and considered by the legislature of our state, authorizing the adoption of the township system in such townships as might desire it. It is a matter of record that the bill met with much favor, but, for want of time to perfect it, it was left as a part of the unfinished business of the session. The plan proposed by the bill referred to was, simply, that a township school board should be elected, consisting of six trustees, who should have the exclusive care and control of all the schools in the township, precisely as the school boards in our cities have control of the public schools. The advantages, at that time claimed, are chiefly these:

"1st. It would secure equality of school privileges to all the children in the township, and this would be effected by a township board having the entire field to provide for. 2d. No more school houses would be built and schools supported than are needed. 3d. Better buildings would be provided. 4th. A happier selection of teachers for particular schools could be had. 5th. Individual favoritism or *nepotism* would not be as likely to have control in the selection of teachers. 6th. It would necessarily lead to a uniformity of text-books, to a gradation of the schools, and consequently to better classification. 7th. It would furnish a more effective supervision of the schools. 8th. A more steady management and stable support of the schools would be

had by a board so much weightier in influence and so remote from petty neighborhood quarrels. 9th. The equitable apportionment of school funds, almost impossible under our present system, would be comparatively easy, as the whole amount would come into the hands of a township board, and be expended by them directly, justly and for the general good."

Hon. Alonzo Abernethy, now serving his second term as State Superintendent of Iowa, says in his last annual report:

"A large majority of the most active friends of education in Iowa have always insisted, that a serious mistake was made in the incorporation of the sub-district feature into the district township system; that if each civil township had been made a simple, single district, to be governed by a board of directors chosen at large in the district, as in independent districts, and provision made for but one annual meeting of the directors, instead of two, much better results might have been looked for, and better satisfaction given."

Hon. Thomas W. Harvey, State Commissioner of Common Schools of Ohio, in his annual report for 1872, repeats the recommendation of his last previous report, that "the number of local directors in each sub-district be reduced from three to one, and that the management and control of the schools in each township be transferred to the township board."

Further citations like these from recent and authoritative sources, might easily be given, were it needed.

In Massachusetts the township system has reached its best development. There, however, it was preceded by the district system, of which the illustrious, First Secretary of the Massachusetts Board of Education, Horace Mann, says in his 10th annual report: "I consider the law of 1789, authorizing towns to divide themselves into districts, the most unfortunate law on the subject of common schools ever enacted in the state." Massachusetts afterwards enacted a permissive law (from which our own is copied), allowing towns to abolish their districts and to put the schools under the common control of a town board. Most of the towns, in course of time, voluntarily made the desirable change. The law then put its compulsory hand upon the rest, thus removing the last vestige of the injudicious act of 1789. The township plan is, therefore, now one of the well proved excellencies of the educational system of this favored state.

Among the many peculiar advantages offered by the township system, and indicated in the quotations above made, I desire to

call closer attention to a single one—the more equitable and useful apportionment of school funds under this system.

The principle upon which the modern state system of education is based, is that the welfare of a free state is largely dependent upon the intelligence of the people. Hence the state is the author and supporter of a system of free public instruction—no other system being deemed adequate. Hence, again, the property of the state must educate the children of the state. Finally, it follows that the state should not discriminate between classes or localities, but should distribute advantages not only to all, but to all as uniformly as possible. To him who believes in state education these are simple axioms.

Now, how do facts correspond with these? The following statements certainly do not answer this question satisfactorily. In January last, I received from an intelligent town clerk, the subjoined statement:

“I am decidedly in favor of the township system of school government. I am glad you favor it and are calling the attention of the people to it. Let me give you the valuation of the different school districts in our town, and you will readily see how unequal the school taxes are:

Dist.	Valuation.	School Tax, 1873.
1	\$18,642	\$211.98
2	45,104	595.64
3	42,080	818.76
4	87,563	890.78
5	82,528	204.14
6	6,814	165.04
7	20,988	257.29
8	10,455	100.89

“You will see the valuation ranges from six or seven thousand dollars to over forty-five thousand. School District No. 1 has more than as many again pupils as No. 2, while No. 2 has more than three times the valuation. It may be asked, why don't you adopt the Township System? I will tell you—the large districts can out vote us. There is a mill in No. 2 valued at \$25,000, the owners do not live there, or in this town, and of course there is a large number of men that have no interest in a school; they vote for the interest of their employers. Their tax under the present system is not so much as it would be under the township system, and the people in the large districts say they don't want to pay for the schooling of children in other districts. In towns where the valuations of the school-districts are about equal, they have no objections to the system. In districts No. 1 and 6, and others in this

town, there are from 30 to 40 scholars in a house 16 by 20 feet square, with cracks in the floors large enough for a person to put his fingers through, and the wind can blow through the house; the stove has to be kept about red hot; those next to it suffer headache with the heat, while their feet are cold, and those back are too cold to study. The districts are so poor they can hardly keep up school six or seven months in the year, while districts No. 2 and 4 have large houses, grained inside, with patent seats, and nice maps, chromos, etc., to adorn the walls. We are glad they have them; we hope some day to be able to have them too.

"Now a word about teachers. A good teacher can get any school he is a mind to ask for. The large districts, or those with the best houses and the most money, get all the best teachers, while the poorer ones have to hire the teachers that are just beginning to teach. As soon as they teach two or three terms and become well qualified they apply where they have a comfortable house and can pay the most wages, and the small districts have to qualify another one. These are facts that cannot be denied, and I think with you that there should be a change in our school system. I believe our town to be a fair sample of most of the towns in this part of the state, and instead of the districts becoming more equal as the country settles up, they are becoming more unequal in valuation.

"I have written this to give you a better idea of the workings of the present school system, or its workings in this part of the state.

In the JOURNAL OF EDUCATION for May, 1872, a correspondent gives the following table, showing the rate of taxation in the several districts in the towns of Sumpter, Washington and Franklin, county of Sauk:

SUMPTER.

In District No. 1, the rate per cent. is 5.2 mills on a dollar.					
"	"	2,	"	5.9	"
"	"	3,	"	3.6	"
"	"	4,	"	3.3	"
In Jt. Dist. No. 5,					
"	"	2,	"	3.3	"
"	"	3,	"	3.7	"
"	"	7,	"	7.9	"
"	"	9,	"	6.7	"

WASHINGTON.

In District No. 1, the rate per cent. is 14.0 mills on a dollar.					
In Jt. Dist. No. 2,	"	"	9.0	"	"
In District No. 3,	"	"	9.8	"	"
In Jt. Dist. No. 8,	"	"	13.8	"	"
In District No. 6,	"	"	13.0	"	"
"	"	7,	13.4	"	"
"	"	8,	14.0	"	"
"	"	12,	15.0	"	"

FRANKLIN.

In District No. 1,	the rate per cent. is 15.0 mills on a dollar.
“ “ 2,	“ “ 8.0 “ “
“ “ 3,	“ “ 18.5 “ “
In Jt. Dist. No. 5,	“ “ 20.0 “ “
“ “ 1,	“ “ 30.0 “ “
In District No. 10,	“ “ 12.5 “ “
“ “ 13,	“ “ 17.0 “ “
“ “ 14,	“ “ 10.0 “ “

“By comparing,” says this writer “Dist. No. 4, town of Sumpter, with Jt. Dist. No. 1, of Franklin, we find that the people in the latter pay over nine times as much on a dollar of valuation as the people in the former, for the education of their children. A comparison of other districts will show the same contrast, though not to so great a degree. This contrast is still more glaring, when we consider the fact that the average number of months of school per year is from one to one and a half greater in Sumpter than in the other two towns mentioned, and also the average wages per month is from four to five dollars higher.”

In the *Journal of Education* for February, 1872, Mr. A. F. North, the Superintendent of Waukesha county, published the following suggestive statement concerning the inequality of taxation under the district system:

“The foundations of our free institutions were laid by the Puritans, when they made this compact in the *May-flower*, viz: That every settler should have equal rights, and that they would obey the laws they should make for the common good. This sentence contains the essence of all free government. But they saw clearly that the stability of such a government, as well as the well-being of the individual, could only be maintained by universal education, and they took measures at an early date (1636) to secure this end by the action of the state. Enlightened statesmen throughout the world are bearing testimony to the soundness of these views, and, in spite of bigoted reactionists, are pressing forward to their attainment; and announce, as the safety of the state depends upon the intelligence of the people, the state must secure this by popular education—in other words, the property in the state must educate the children in the state, and this with at least some good degree of equality. It is upon this basis that the school fund is distributed. It is apportioned, not in the ratio of the property in a district, but upon the number of children to be educated therein. And this is the true principle, and should be of general application. But it is not so, and very few persons are aware how widely different from this is the fact with regard to the distribution of the burden in our towns under the present district system. The annexed table will show its operation in Pewaukee, Waukesha county, which is believed to be a type of the condition of things, generally, throughout the state:

TABLE showing inequality of taxation under district system.

	No. of Scholars.	Value of Property in District.	Amount per Scholar.
District No. 1	221	\$235,090 00	\$1,068 00
District No. 2	41	124,568 00	2,276 00
District No. 3	92	172,285 00	1,861 00
District No. 4	79	61,593 00	784 00
District No. 7	47	47,080 00	1,001 00
District No. 8	29	72,922 00	2,860 00
Jt. Dist. No. 9	76	116,198 00	1,529 00
Jt. Dist. No. 10	48	75,209 00	1,566 00
Jt. Dist. No. 6	97	105,024 00	1,083 00
Whole town.....	732	\$1,008,964 00	\$1,378 90

"By reference to the above table, it will be seen that while in the whole town there is \$1,378 for each scholar, in district No. 4 there is only \$784, about one-half this amount, and in district No. 8 there is \$2,860, over double the average amount. I hope to be able soon to show how this matter stands in the other towns in this county. Such a state of things is a conclusive argument in favor of the township system."

A STATE SCHOOL TAX.

While the adoption of the township system alone would be a long step towards a more desirable equality in taxation for school purposes, there will still remain the same inequality between towns as now between districts. With the growth of cities and villages, and the concentration therein of population and wealth, this inequality becomes perpetually greater—a result which, while more marked in New England and other eastern states, is nevertheless apparent in our own commonwealth.

The remedy for this is readily suggested by the principle that underlies our American system of popular education—"the duty of the state to provide for the education of all the children of the state, by taxing every man in proportion to his property." How does the state now embody in practice this wise and benignant principle? By a uniform tax upon all the property of the state does it secure for its children sufficient and uniform means of instruction? Not at all. The state provides for the support of local schools mainly by a uniform tax upon the property of local towns and school districts. Moreover, local authorities determine the sum to be raised by tax from such property, the state merely fixing

the *minimum* amount. It is true the state provides for a uniform and impartial distribution of the income of the school fund; but this income is so small in proportion to the amount needed for the support of the schools, that it has but little effect upon the equality of local taxation.

The remedy for this clearly lies in a general state tax that shall give to the entire school system a more substantial and uniform basis. The character of the schools should be made far less dependent upon local resources. A system showing the inequalities exhibited above is hardly worthy the name of a state system. What would be thought of a line of railway owned and operated by a single company, yet exhibiting all motly characteristics throughout its course, from the palatial depots and steel rails of a safe and perfect part, to the worn out rails, crumbling ties and tottering bridges of perhaps an adjoining section? To be safe, to be worthy of popular confidence, to be profitable, it must be uniformly constructed of good materials, and as excellent in all essential features in the unpeopled wilderness as in the populous and wealthy districts.

From the last annual report of my predecessor, I find that the whole income of the school fund is less than one-twelfth of the entire cost of the public schools of the state for the year 1873, and actually less than one-eighth of the amount paid for teachers' wages alone during the same year. Here is a state system of schools professing to offer to all children of the state an education that shall qualify them for good citizenship, yet deriving more than eleven-twelfths of its support from local and very unequal—and to a great extent optional—taxation! Moreover, the slender pittance of one dollar in twelve, which the state does impartially distribute, comes—almost every penny of it—from a national grant, of which the state is merely the custodian. Not one dollar has the state ever voted from its general revenue for the support of a system of public instruction that is acknowledged to be the very anchor of its own safety. Is this consistent? Is it wise? I most earnestly commend the consideration of these questions to the people, and to their chosen representatives in the state legislature.

Force will be added to the above suggestions by referring to the practice and experience of other states.

New Jersey, with a school population, judging from the average attendance, less than one-half our own, expended for school pur-

poses in the year 1873, over \$400,000 more than did Wisconsin. Besides imposing, for the support of her schools, a uniform two-mill tax upon the property of the state, she adds to this an additional annual appropriation of \$100,000. In the last Annual Report of her faithful and popular superintendent, Hon. E. A. Apgar, I find the following very significant and instructive paragraphs:

"It will be observed that the state appropriation amounts to about three-fourths of all the money needed to maintain the schools. This money is derived from the tax of two mills on a dollar, levied by the state. This tax is uniform in all the counties, and is apportioned for the use of the schools on the basis of the school census. The cause of public school education is regarded as a state and not a local interest, and a state appropriation derived from a uniform state tax is undoubtedly the most equitable and just means for supporting the same. This method of raising school money does not meet with a tithe of the opposition that the old plan of resorting to township taxation always encountered.

"Forty townships out of the 217 in the state, raised additional funds by township tax, and in 507 districts out of a total number of 1,367, district school taxes were assessed. In 175 districts, taxes were assessed to pay teachers' salaries, and in 477, they were imposed to build and repair school houses."

Maine imposes upon all the property of the state, an annual tax of one mill per dollar valuation, and thus increases the school revenue by the sum of about \$225,000, or nearly one-fifth the entire current expenses of the school system. Hon. Warren Johnson, in his annual report for 1872, says:

"This form of taxation, so general among the states, is not merely one of convenience, but it is established on the fundamental principles of duty and equity. Reason and experience demonstrate the necessity of an intelligent people for the life and welfare of the state. With this necessity granted, the state through the organic legislative body expresses its will in relation thereto, and issues the mandate to every town, 'Educate your youth.' Along with this command of the state, should go the accompanying enactment by which means shall be afforded to the several town committees, in order that they may effectually accomplish the purpose intended. Hence the duty of the state to provide these means, not by taxing the wealth or poverty of others, but by drawing from its own treasury and disbursing in such a manner as may, in its wisdom, be deemed best. The state educates; the state should pay for it. This the state does in part by the present mill-tax. Again, the revenue, or means, thus required by the state, should be paid by those who are *able* to pay. The poor man, with a family of six children to be educated, ought not to be obliged to pay six times as much as the rich man with one child, or even as much as the latter with six children. It is common intelligence we are endeavoring to secure, and the cost of the attempt

and of all instrumentalities connected therewith, in justice and equity, should be paid for by the commonwealth, by all the property in the state. This is a principle long recognized in the school district and in the town, since never the *individual* but *property*, is assessed for educational and other purposes. Duty and equity, therefore, sanction the legislation whereby the source of public school revenue was spoken into active existence."

Illinois, by a two-mill school tax, uniformly assessed upon the property of the state, adds nearly a million dollars to her educational revenues. Moreover, in his last biennial report, Hon. Newton Bateman, Superintendent of Public Instruction, says:

"I also recommend that the amount of common school revenue raised directly by the state be largely increased, so that the local district school taxes may be proportionately diminished, and the burdens and benefits of the school system, financially considered, more nearly equalized. I do not think it would be advisable to entirely relieve the inhabitants of the several school districts from the necessity of a supplementary local tax, but there is little probability of that, as it would require the state appropriation to be increased more than five times the present amount. I am of the opinion, however, that if the sum now appropriated by the state were doubled, it would prove a wise and beneficial measure."

Michigan, by a two-mill state school tax, adds over \$460,000 to the income of her school fund, which, however, itself yields more per scholar than does the income of the school fund of Wisconsin. Indeed, while the school population in each state is nearly the same, statistics even making the supposed average attendance in our own 10,000 more, the total income in Michigan for her schools is (according to the Report of the Commissioner of Education for 1873) over \$1,300,000 more than that of Wisconsin.

Indiana, with a school fund larger by two millions of dollars than that of any other state in the Union, adds to the income of that fund more than a million dollars annually, by a uniform state tax of nearly two mills on a dollar valuation.

Other states increase their school revenues in a similar way, as follows:

California, by a one mill tax.

Kansas, by a one mill tax.

Kentucky, by a two mill tax.

Nebraska, by a two mill tax.

New York, by a one and one-fourth mill tax.

Ohio, by a one and three-tenths mill tax.

Oregon, by a two mill tax.

Pennsylvania by a large annual appropriation.

Rhode Island, by an annual appropriation.

Indeed, an examination shows that twenty-five of the thirty-seven states have a state school tax, while only twelve have none.

Massachusetts alone, among the states that are educational leaders, has not as yet adopted this plan, so largely in operation elsewhere; but Hon. Joseph White, the venerable Secretary of the Massachusetts Board of Education, has several times called attention to the wisdom of thus equalizing to some degree the burdens and privileges of the school system in that state. He says in a recent Annual Report, after referring to the present marked disparity of burdens and benefits, and a need of a remedy therefor:

"I invite your attention to a method for this purpose, which is in my judgment alike practical and just in its application.

"I propose that a school tax of one-half of one mill on the dollar on the whole valuation of the commonwealth be annually assessed, collected and paid into the treasury, in the same manner as other state taxes, and when so paid that it be designated by the treasurer as the half-mill school fund for the support of the public schools; and further, that said fund be apportioned and distributed among the several cities and towns in the commonwealth, according to the number of persons therein between the ages of five and fifteen, and in the same manner and on the same conditions as one-half of the income of the school fund is apportioned and distributed.

"With respect to the plan here proposed, I suggest:

"*First.* That it is not a scheme for increasing the cost of supporting our schools. Not a dollar need to be added to the *average* cost. It is simply nothing more nor less than raising the needed amount in a more equitable way than at present.

"*Second.* That each town and each person will contribute in an equal, and therefore just, ratio to the taxable property of each.

"*Third.* That the method of distribution is the only one which is just and equitable and at the same time practicable. Since every town contributes to the general weal, precisely according to the number of youth which it educates, and thus fits for good citizens, so it is plain that the amount contributed by the state should be determined by the number so educated, with the single modification, if any, perhaps, in favor of those places which incur the heaviest rate of taxation.

"*Fourth.* That it will give a coherence and unity to our school system which it now lacks, and thus become a source of vigor and strength. It will create a stronger sympathy between the different municipalities, as mutual contributors to and receivers from a common fund, as well as the subjects of a common law. Indeed, the laws passed from time to time in the interest of harmonious and progressive action will be no longer regarded, especially by

the smaller and less favored towns, in the light of arbitrary mandates, but rather as beneficial rules of action suited to the exigencies of all and for the general good. The enforcement of the laws will give place to a *cheerful obedience* to them.

"While in the larger cities and towns the burden imposed by the proposed measure will be hardly appreciable, the relief to the smaller ones will be most grateful and timely; confidence and hope will take the place of discouragement and discontent; greater efforts will follow; a more thoroughly instructed and altogether higher grade of teachers will be employed, and for longer terms of time; and a better class of school-houses, with fitting apparatus and furniture, will take the place of the rude, unsightly and uncomfortable structures, which, in too large numbers, still linger among us."

Nowhere have I found more clearly set forth the character and causes of the evils under consideration, than in the last Annual Report of Hon. Thomas W. Bicknell, Commissioner of Public Schools of Rhode Island. The clear statements, apt illustrations and cogent reasoning of this author, will be considered sufficient excuse for the length of the quotation. I would invite particular attention to the felicitous and truthful comparison of the flow of population, wealth and enterprise to cities, and the flow of streams and rivers to the ocean. It is at once admirable illustration and unanswerable argument:

"Attention is called to the last column in this table, which shows the town tax on each \$100 for the support of public schools. The inequality of this tax is a remarkable feature of the case. While the towns of Westerly and South Kingstown raise a tax of *six cents* on each \$100 of their valuation, the town of Foster raises a tax of *twenty-three cents*, the town of Johnston a tax of *twenty-four cents*, the town of East Providence a tax of *twenty-five cents*, and the town of New Shoreham a tax of *twenty-six cents* on each \$100 of the state valuation of \$1870. The other towns range between these two wide extremes of school taxation. This fact, taken in connection with the other, that the school year varies in length in the several towns of the state, from twenty-four weeks, the minimum school year, to forty weeks, the maximum school year, and we find that the burdens and advantages of our schools are unequally distributed throughout the state. Now, it is very evident that when a part of the state suffers a lack of educational privileges, or is obliged to assume an undue share of taxation, that the whole state must, in the end, and on the whole, be the loser thereby. And it is the purpose of the wise legislator, and the argument of true political economy, to distribute the benefits and to divide the obligations of society as equally as possible, so that every member may receive his due proportion of each.

"Not only is the inequality of our school taxation evident by reference to the preceding table, but it is also made apparent in another form, in the fol-

G—Supr.

lowing, which shows the amount of property in each town, represented by each child under fifteen years. * * *

"Each child in New Shoreham represents \$787 of taxable property, in Middletown, \$5,969, in Exeter, \$1,444, and in Providence, \$4,830. The average for each child in the whole state is \$3,287. By this table, it appears that a single child in Newport represents more than seven times as much property as a single child in New Shoreham, in the same county; that a child in Providence represents three times as much property as a child in Foster, in the same county, and that in fourteen of the towns enumerated above, the valuation per child is below the average valuation by the State. It will also be noticed that the valuation for each child is the lowest in those towns where the people are mainly devoted to agriculture. Now it will be clearly seen that if the wealth of the state was equally divided, the ratio of taxation for the support of schools would be quite equitably adjusted among all the people. As it now stands, the towns of smallest valuation must raise a large tax, while the wealthier towns, which have abundant means for the purpose, have the smaller tax for school purposes. Not only are these inequalities of taxation for the support of schools very great at the present time, but they are increasing year by year, as the business and wealth tends to centres, and withdraws from the remote and rural sections of the state."

"Owing to the great changes of twenty and thirty years, by reason of our system of railroads, the growth of manufacturing interests, and the growth of cities and villages on the lines of commercial intercourse and at great centers of trade, wealth has led and followed these lines of improvement and progress, and the former scenes of business and comparative opulence have become sparsely populated and well nigh forsaken by enterprise. The last twenty years show a remarkable change in the valuation of the towns of Rhode Island, and the next twenty, with the present tendencies, will exhibit a more remarkable centralization of business forces and the accumulations of capital in centers of traffic, manufacture and internal and foreign commerce. As the annual drain is made from the country to the city, of its population, its enterprise and its wealth, it reminds one of the constant flow of the streams to the rivers, and of the rivers to the sea, carrying from hill and mountain slopes the rich soils, which form the alluvial meadows and prairies, which grow the world's harvests. Were there no return of moisture in the evaporation of the ocean, which the winds carry in fogs, rains and snows, to add new supplies to the unfailing springs among the hills, these fountains of fertility, of beauty, of growth and of wealth to the valleys would cease. So there may be a return of the blessings of wealth from wealth centers, by sending forth to the sections less favored by wealth, the means which shall keep a healthy supply of intelligent population to make good the wear, the weakness and the decay of the forces which become enervated by wealth, or demoralized by the corruptions incident to, and necessarily attendant upon large populations and undue wealth."

"In order that the schools of the town of Exeter shall be as good as those of the city of Newport, the people must have good teachers and as long terms of schools, with as good school accommodations, supervision, &c."

The children of each municipality are entitled to equal advantages in educational concerns, and the people of one portion of our state cannot look with unconcern upon the present condition or future prospects of any other section. The interests of the children are common interests, and must receive a share in the public weal or woe of the state. But Exeter must tax its citizens *per rata* seven-fold as much as Newport, in order to secure from town and state the money necessary to give its children as good school privileges as the youth of the city of Newport enjoy; because its pecuniary ability is only one-seventh as great *pro capita*. Now, if the burdens were borne by Exeter for private interest alone, and not chiefly for the common good of the state, that every child therein might be fitted for his duties as a citizen, the matter of child-education might be left wholly with the local decision of the question. But the free school system, as adopted by the New England states, and now inaugurated in every state of our Union, recognizes the great principle of distributing the blessings of education broadcast and free throughout the state, and of an equalizing of the burdens to be borne by the wealth of the whole state. Each child is a fractional part of the town population, each town is a fraction of the state, so each dollar in the town valuation is but a fraction of the town and state wealth. All are but parts of one organic whole, the state. This unity of interest, and power and growth, establishes the free school, so that the poor as well as the rich may, together, enjoy the equal advantages of preparation for the services of life. Is this principle fully recognized in the present methods of raising school revenue?

"The mill tax, or a state tax of one mill upon each dollar of state valuation, would secure a more equitable adjustment of this matter. With a valuation of over two hundred and fourteen millions of dollars, a tax of one mill upon the dollar would yield an annual revenue of over two hundred and fourteen thousand dollars for public schools. This amount, divided by the present system, would give relief immediate and valuable, to all the poorer towns of the state, while it would be a small return from the richer for the benefits which have been, and will be conferred by the constant contribution of population, labor and capital to the growing centres of business. No more money is required by this plan. The change only affects the method of raising our school revenue so as to make the whole property of the community the basis, to a certain extent, of the taxation, which protects its integrity, and which will constantly enhance its value. By this tax, not only is justice and equity secured, but an annual ratio of increase will be made to the school fund corresponding to our increase in wealth, which would satisfy, to a certain extent, the increased demand for larger educational facilities on the part of our towns, and would distribute the burdens among those who will most largely enjoy the pecuniary gains."

The following statement from Hon. W. H. Chandler, Superintendent of Dane county, adds confirmation to the above:

"No small proportion of the inefficiency of our public schools is attributable to the fact that so large a part of the amount necessary for their sup-

port is left to be provided for by local taxation, and so small a part comes from a general tax or the income of the school fund. Facts coming under my own observation prove that, not unfrequently, wealthy residents and persons having no children of school age, unite in defeating the wish of others having personal and public interest in maintaining efficient and adequate school advantages. The meagre apportionment of public money being thus often forfeited, in order to save a much larger amount needful to be raised by local taxation to support schools. Illiteracy is thus increased, not for want of interest in the schools, but by lack of schools to attend. In the interest of sound public policy, give us a *liberal uniform state tax* for support of public schools."

I have thus devoted considerable space to this subject, but no more than its great importance demands. The interests of our school system, in my judgment, demand its speedy consideration by the legislature, and such action thereby as will both give greater vigor to the system as a whole, by strengthening its weaker parts, and remove from the state the disgrace of being almost the only one in the Union that has not aided or even thought of aiding, from its own full and impartial hand, the system of popular culture upon which it professes to base its very existence.

A tax of two mills per dollar valuation upon all the property of the state, added to the income of the school fund, would give less than one-half the amount annually required for the support of our public schools, but would go far in equalizing burdens, diminishing much oppressive local taxation, improving inefficient instruction in country districts, and adding unity and vigor to the whole educational system. Such a measure the state will certainly adopt at no distant day. Why should not its benefits be immediately secured?

THE STATE UNIVERSITY.

I would invite the earnest attention of the legislature to the reports of President Bascom and the University Board of Visitors, respecting the immediate and prospective needs of our State University, to be found elsewhere in this volume. The university is the crowning feature of our state school system. It has been recognized as such from the very origin of the state. Indeed, its history is coeval not only with that of the state, but with our earlier territorial history. In his message to the first territorial legislature in 1836, Governor Dodge recommended asking from congress aid

for the establishment of a state educational institution, to be governed by the legislature. At that very session an act was passed to establish and locate the Wisconsin university at Belmont in the county of Iowa. At its second session, the following year, the legislature changed the location, and established "at or near Madison, the seat of government, a university for the purpose of educating youth, the name whereof shall be, 'The University of the Territory of Wisconsin.'"

At the same session a resolution was passed directing the territorial delegate in congress to ask of the Congress of the United States an appropriation of \$20,000, for the erection of the buildings of said university, and also two townships of vacant land for its endowment. Congress accordingly appropriated 72 sections of land for the support of a seminary of learning in the territory of Wisconsin.

It is interesting thus to know that the earliest founders of the territory, as the earliest civilized inhabitants of New England, sought to make provision for that higher education, which sheds light and honor and strength over the entire state or nation that fosters it.

The institution that was thus one of the earliest creations of legislative enactment within our borders, is at this day largely dependent upon the bounty of the State, through legislative enactment, for its progressive success and influence. The legislature called it into existence. The legislature obtained the original national land grants from which its revenues were to come. The legislature disposed of those grants *in its own time and manner*, and thus fixed the revenue for its support. The disposition of the grant is now seen to have been very unwise for the best interests of the University, although tending to promote the rapid growth and prosperity of the state. Finally, the legislature sanctioned the erection *out of the original endowment fund*, of one of the most ill contrived, inconvenient and thoroughly absurd edifices probably ever erected for instructional purposes in this country.

Notwithstanding early mismanagement and partial failure, the University is to-day entitled to the respect and confidence of the State. Its recent management has been judicious. Its reorganization in 1867 gave it new life and vigor, and since then it has been steadily advancing in power, and, as I have good reason for believing, in the esteem of the people for whose common benefit it exists.

The true source of its present prosperity is its faculty—without an exception, men of high character, ability, and attainments—several of them already possessing a national reputation as scholars and authors. Its new president, one of the most distinguished scholars, not only of New England, but of our common country, is a man singularly fitted for the position he holds. With high eastern culture he combines the broad, liberal views, vigorous earnestness and plain common sense that win respect and influence in the west.

Such men must and will attract students under any circumstances. But modern students and modern studies require much more than a Socrates in the market place, or a Plato in the garden. They require rooms and all the accessories for illustration and experiment which modern learning, and especially the modern sciences, make indispensable. These good accessories are as necessary as good instructors. The best students—those very ones for whose benefit the State University should exist—will largely go where there are not only the best men, but the best general equipments. The laboratory and the cabinet speak now as eloquently and as effectively as the scientist himself.

I have thus pointed out some of the necessary conditions of modern instruction. The plain questions the immediate authorities of the institution now ask are these: Does the state not desire its own University to meet the needs of its own citizens? Shall this crowning feature of our school system, whose function is to give strength and inspiration to all the schools beneath it, to furnish teachers, and lawyers, and physicians, and editors, and judges, and legislators, and trained thinkers and actors in all departments of life—shall this University, whose mission is thus beneficent, and whose creation was wisely deemed so important nearly thirty years ago, even by the founders of the state, come short of its true purpose simply from want of facilities which the state is now so abundantly able to give? I cannot believe it. The state desires no such thing and will permit no such thing. Wisconsin is an intelligent and enterprising state. She is no longer weak and poor. She is powerful and wealthy. Single villages in many instances have erected buildings for high school purposes as costly as the only one the state has as yet ever given to her own University. Within the past year a single ward of one of her cities has finished a school edifice costing more money than the University now asks from the

entire state for the erection of its new and greatly needed Science Hall.

Our Normal Schools are among the best appointed and most successful in the Union. The buildings are spacious, equipped with the best furniture and apparatus, provided with the most approved means of heating and ventilation, and are every way an honor to the state. Our charitable institutions will compare favorable with those of any other state. For the deaf and dumb, for the blind, and for the insane we liberally provide what might not inappropriately be termed palaces. For these unfortunates from whom it can expect to reap no returning benefit, the state bids wealth and science exhaust their resources. But for the very flower of its youth—those who are destined to become leaders of society—the creators and guides of public sentiment, the chief promoters of educational, scientific, and industrial progress—for the generous culture of these healthy and promising members of society, what facilities does the state provide? Let the small, unventilated, gloomy rooms of the State University answer. Let its laboratory with a ceiling easily touched by the hand, and an atmosphere foul with a thousand unwholesome odors, answer. Let its dark and narrow halls, its score of smoking stoves, and its wretched furniture answer. It cannot be too plainly, directly, and forcibly asserted that the continuance of these things is both an injury and a disgrace to the state that permits it longer. No plea of poverty can avail.

Instead of only eighty thousand, Wisconsin could easily afford to give two hundred and fifty thousand to make her university the peer of that of Michigan,—a state older, but now perhaps no wealthier nor more populous than our own, and a state that has within the past four years contributed more than one half that amount to the still further advancement of her favored and renowned institution. I believe Wisconsin has not only the ability, but the willingness to do as much for hers, when she shall be fully satisfied that the recipient of her bounty is worthy of it. Our people are no less enlightened, as they are no less able, than those of our sister state. The simple difference is that the management of Michigan University was wise from the beginning, and has constantly had the confidence of the people. The management of our own was *not* wise in the beginning, and it has received the confidence of the people but recently and slowly.

If any one still doubts the vigorous life that now animates it, doubts that it is *genuine growth* which now demands enlarged facilities, I would refer him not merely to the report of the President, already alluded to, but to the enthusiastic yet truthful report of the last Board of Visitors, to the alumni through whom the institution is already numerous and honorably represented, and to the hundreds of students now crowding its classes and inadequate apartments.

Finally, it is my profound conviction, that the welfare of the state demands abundant facilities for the highest knowledge and culture, as well as for the elements of instruction. The university, as well as the common school, is a source of well being—a guaranty of permanence to the entire commonwealth. It is quite as useful to society—to the state—to have a certain proportion *well* educated, as to have *all* possessed of the *elements* of an education. And the larger the proportion of the well educated, the better for the welfare and glory of the state. The secret of the pre-eminence of Massachusetts lies not in her soil, for it is poor; not in her climate, for it is severe; but in the pre-eminent culture of her people more than in any other cause. That commonwealth gives a higher culture to a larger proportionate number of her children, than does any other state of our Union.

The policy of paying annual tribute to Michigan and the universities and colleges of New England; the policy of continuing to import our teachers, ministers, physicians, scientists; the policy of not developing our own highest intellectual resources, by superior facilities offered within our own borders, are not policies worthy of a great, enlightened and progressive state, and I believe they are not policies to be much longer approved by the people of Wisconsin.

COUNTY SUPERINTENDENCE.

The present system of county supervision, as a system, is undoubtedly the wisest the state could have adopted. It has the sanction of ample experience in many states, and even in other countries, and may be regarded as one of the *established and permanent features* of school management throughout the Union. Forty states and territories have adopted in substance this plan of supervision. Only Connecticut, Maine, Massachusetts, New Hampshire and Rhode Island have at present no system of county super-

vision. In some of these, however, it is strongly recommended by the chief school authorities. Maine which once had, and afterwards renounced it, is apparently nearly ready to return to the rejected method. The wisdom of county supervision may thus be regarded *as no longer an open question.*

But county supervision in Wisconsin, as in many other states, has some unnecessarily defective points. Strong in general plan, it is weak in details.

(1.) County superintendents are elected biennially in the same manner and at the same time as political officers. As the law prescribes no qualifications, incompetent men are not unfrequently chosen for this peculiar, responsible and very important work.

(2.) The salary paid is so small that, in general, competent men, if elected, cannot devote their entire time to the duties of the office. Hence, perhaps, a lawyer divides his time between the schools and his clients; or a farmer exercises joint and equal supervision over both agriculture and instruction; or a merchant sees no incongruity between trade and pedagogy. Several of the most capable superintendents thus practically acknowledge a divided allegiance.

(3.) The tenure of the office is so brief and uncertain that anything like systematic improvement of the schools is next to impossible. The work accomplished by a faithful and competent incumbent may not be continued—nay, it may be undone—by his successor. The most conscientious and capable superintendent must, of necessity, consider his work fragmentary—a consciousness that dulls the edge of ambition and tends to chill every impulse towards wiser and nobler things.

(4.) The present elective system puts a premium upon the unfaithful performance of duty. When continuance in office is altogether dependent upon the popular will, or upon political influence, the strict and impartial performance of duty lies in a path beset with temptations. The influence of a political friend, the request of a district board, the solicitation from any source whose refusal will bring hostility and endanger the political interests that hang often on slender threads—if these things are always resisted, if they do not consciously or unconsciously influence action, superintendents must be indeed exempt from the common infirmities of human nature.

While the experience of the past year awakened, at first, some surprise that so many intelligent and capable men are engaged in

this work of county supervision, and that the value of the system is, even under the circumstances, so manifest, that experience has nevertheless convinced me that the true interests of the schools demand a class of thoroughly skilled and permanent supervisors. The best men who are now in the work are in it merely temporarily. It is with them a stepping stone to something better. It is chiefly sought because it extends the acquaintance and influence, and adds to the income of the young lawyer, or editor, or merchant, or politician. It is not in general sought and obtained by those who have not more than average ability and ambition; but it is sought not as a profession, and mostly sought by those who have had no special training or anterior experience to qualify them for the work.

The result is that superintendents are perpetually changing, even as the teachers under their influence are changing. There is and can be no accumulation of experience, and the great possibilities for good inherent in the system are thus largely unrealized.

With a deep conviction of its need, shared by nearly all the educational men of the state, I urge a reform that shall secure the following results:

(1) Educational qualifications entitling the superintendent to the possession of at least the highest certificate the law authorizes him to grant to others.

(2) Permanence in office, practically during the time of efficient service. This can only be secured by some appointive system, as in many other states, instead of the present elective system.

(3) A salary pertaining to the office sufficient to induce capable men to accept the work and to enter upon it as a permanent, professional employment.

(4.) I urge further that the system of county supervision be more thoroughly organized and strengthened by a law to secure a

UNIFORM EXAMINATION OF TRACHERS.

Even in the present condition of county supervision great benefit would accrue from unity and harmony of action in the matter of examinations and licenses. A system of nearly uniform examinations throughout the state, under a plan in successful operation in Canada, in the states of New Jersey, Indiana, California and some others, would, in my judgment, bring results from the present system, far more excellent and satisfactory than those now reached. For this end I strongly advise such modification of, or addition to,

the existing law relating to examinations, as will authorize the state superintendent to furnish county superintendents examination questions and to prescribe such rules for conducting the examinations and for marking the resulting papers as shall secure more uniform and satisfactory results.

I am enabled to give the result of a full consideration of this important subject by the convention of county and city superintendents, held in Madison, December 29 and 30, 1874. These results are embodied in the following editorial report and comment, published in a Madison paper of January 1:

"Few subjects are of more importance to the educational interests of the state than that looking to the establishment of a uniform system of teachers' examinations. A definite plan for securing such uniformity has been matured and drawn up by Superintendent Searing, and was presented by him for the consideration of the county superintendents of the state, at their late meeting. After thorough discussion, the plan, substantially as submitted, was unanimously adopted by the convention. It strikes us as an excellent one, and we believe it will commend itself to the favorable consideration of the public generally. Whatever legislation is necessary to enable it to be carried into effect, will, we trust, be readily granted. The plan provides:

"1st. That the state superintendent shall furnish uniform sets of questions for use by county superintendents (in principal and supplementary examinations), to be sent to them under seal, as needed.

"2d. That the number of examination districts in each county shall be made as few as possible, consistent with reasonable convenience. These are in many instances unnecessarily numerous.

"3d. That the first and succeeding examinations, held semi-annually in the various inspection districts of the counties, shall be held respectively on the same days throughout the state, and shall be conducted strictly in accordance with regulations furnished by the department.

"4th. That the papers written by the candidates shall be marked by the superintendents according to specific rules—also furnished by the department.

"5th. That each county superintendent shall determine the minimum percentage of successful attainment in his own county, under the advice of the state superintendent.

"6th. That all papers written by every applicant shall be preserved by the county superintendent at least one year, and be subject during that time to the order of the state superintendent.

"7th. That the report of each examination shall be forwarded as soon as possible after its close to the department, and there recorded; each report to contain simply the whole number examined, the number of successful applicants in each grade, and the average standing of such in each grade.

"8th. That the questions for the examinations, the regulations by which

the examinations shall be conducted, and the rules for marking the results, shall be prepared by a board of three competent persons annually appointed by the state superintendent."

In regard to the same subject, the State Teachers' Association made an emphatic expression of opinion in a resolution, with memoranda, offered by Prof. W. D. Parker, President-elect of the fourth Normal School, as follows:

"*Resolved*, That it is the sense of this convention that the State Superintendent should put himself in vital relations to County Superintendents, with a view—

"1. To ensure examinations regularly held, and of a more nearly uniform character; and

"2. To stimulate and direct the general educational agitation in all the counties of the state.

"*Memoranda*.--A nearly uniform examination throughout the state. All original papers—questions and answers—to be sent to the state department and there preserved during the continuance in force of certificates granted thereon. To direct and stimulate the educational agitation, in holding institutes of county Superintendents, and to see that superintendents personally participate in holding teachers' institutes according to law; to effect unity of purpose among county superintendents, teachers and people."

I give below the features of the Ontario (Canada) system of superintendence, and also the method of examining and licensing teachers in that province. I share in the opinion largely held by the leading educational men of the United States, that the Ontario system of public instruction is the best in America. I quote from a paper descriptive of that system, read by Dr. Hodgins, Deputy Superintendent of Ontario, before the *National Educational Association*, at Detroit, in August last:

"In regard to the mode of licensing teachers, the plan is simple, and yet comprehensive. I may state as a preliminary that, in entering the profession every teacher is required to present a document vouching for his good moral character and to pass an examination for the lowest grade of certificate first. And (unless he attends the normal school, and successfully passes through its course), he must hold that certificate for three years, before he can aspire to the next highest rank in his profession. In this second grade he must (unless a successful normal school student), remain two years before he can compete for the highest grade or first class certificate. I say "compete," for the standard is kept so deservedly high that of the ten who "compete" only one on an average reaches the object of his ambition and attains the highest rank in his profession. In order to insure impartiality and uniformity as well as a common standard of excellence, for all the teachers in

the province, facilities have been provided by which every candidate teacher, wishing to obtain a certificate of any grade, shall attend an examination in his own locality, which is held simultaneously at the same hours of the same days and with the same examination papers in every county and city of the province.

"The whole of the examination papers are prepared by a central body at Toronto, and are sent out with full instructions, under seal, to every county and city inspector of schools, who, with four other legally qualified examiners holding first class certificates, conduct the examinations.

"When the candidates are assembled at the examination hall, this officer is required to break the seal in their presence, and then to distribute the papers among them. This is done with every successive paper until the examination is over. The value of answers to the questions having been previously determined by the central authority, the local examiners have no difficulty in fixing the rank of each candidate who may pass, and to reject those who do not come up to the required standard. The local examiners only grant second and third class certificates. The papers of candidates for first class certificates must be sent to Toronto to be there adjudicated upon by the central board. As a further check and safeguard, it is required that the whole of the answers of all the candidates throughout the province shall be also sent up to Toronto at the close of the county examination, to be looked over, if necessary, should any appeal be made against the decision of the local board of examiners.

"Next to the chief executive, the most important officers of the system are the county superintendents (or inspectors, as we designate them).

"In Ontario these officers must have attained the foremost rank in the profession of teaching, and must hold certificates of the first class, and of the highest grade. None others are appointed. They hold their offices virtually during good behavior; and they can only be dismissed either by the Governor or the county council for incompetency or misconduct; or in extreme cases, by a two-thirds vote of the body which appointed them. They perform the duties assigned them by law, under instructions issued from time to time by the education department. With such qualifications, and holding office under such a secure tenure, these officers have proved themselves to be thoroughly efficient and impartial in the discharge of their duties. They have each from 59 to 130 schools under their inspection, and receive not less than \$10 per school per annum, besides certain fees. So with the high schools and collegiate institute inspectors. They must be university men of superior qualifications. They are appointed by the council of Public Instruction for the province, and hold office during good behavior. There are three to inspect above one hundred high schools and collegiate institutes.

WOMEN AS SCHOOL OFFICERS.

In several states of the Union women are to some extent now serving as local school officers. In Massachusetts, Connecticut and

other New England states, they are serving on town school committees and as official school visitors. In Illinois, Iowa and Kansas, respectively, they in several instances fill the salaried office of county superintendent. In 1874 the legislature of Pennsylvania rendered women eligible to any office under the common school system. Not the enabling legislation of other states, not the actual success of women in these official positions there, but rather a profound sense of woman's fitness for such relations to our school system, and of the benefit that system would ultimately derive from such relations, impels me to urge that Wisconsin should follow the examples cited above.

Women, as a class, are more immediately interested in schools than men are. The majority of our teachers are women. Largely in the schools, and still more generally in families, are children under the influence and guidance of women. Who are better fitted than they to know what should be the character of the schools which share with them so largely in the culture of the young? Indeed, who are so well qualified for, as also so deeply interested in, determining the fitness of teachers, and the convenience, healthfulness and attractiveness of school buildings and grounds?

Allow and encourage capable, educated and earnest women to share in the government of schools and the choice of teachers, and a new element of interest, strength and success would be added to the state system. There would be more assiduous supervision in districts and towns. Better teachers would in many instances be secured. School buildings and grounds that outrage all taste and comfort, and too frequently all decency, would be less common.

Proposing no extended argument to support a recommendation whose propriety I hold to be self-evident, I simply further invite attention to the following extracts from distinguished sources. Says Hon. B. G. Northrop, Secretary of the Connecticut Board of Education, in his report for 1873:

"In Connecticut, Massachusetts and several other states, women are beginning to serve as school visitors. So far the experiment seems to work well. In some towns it is not easy to find professional men, whether clergymen, lawyers or physicians who will spare the time required for the thorough supervision of schools. In such towns there are usually well educated women, experienced as teachers, in practical sympathy with the work of the school-room, and with leisure and heart for the duties of the office. The great majority of our teachers are females. During the last summer the number of male teachers was only 198, while the females numbered 2,240,

being more than eleven times the number of males. The very structure of woman's mind fits her for teaching, especially in elementary schools. Woman is the natural guardian of the young. Outside of the family, she nowhere seems so truly to occupy her appropriate sphere. While woman so generally excels in instruction, are there not cases where her attainments and powers may be wisely employed in the supervision of schools?"

Hon. Thomas W. Bicknell, Commissioner of Public Schools of Rhode Island, says in his last annual report:

"It is very important that the schools should have the benefit of the most valuable services that can be found for their supervision and general control, and as the experience of the last thirty years has proved the wisdom of employing a large number of female teachers in the schoolroom, instead of males, the experiment is now undergoing tests, whether women may not with equal propriety and efficiency attend to the inspection of our schools as school officers, especially in primary, intermediate and girls' schools. At the outset, women are especially qualified by nature, in the motherly instincts of love and tender interest for children, and during the first ten or twelve years of the child's life, the mother and teacher have mainly the management and control of his education.

"Added to natural fitness, is the valuable experience which so many of our most intelligent and influential women have received in the school-room as teachers. In some states, of which Pennsylvania is an example, no person is eligible to the office of school superintendent, unless he or she has had a successful history in the school-room, as a teacher. Such a necessary requirement as experience may well be demanded of our school officers, and in almost every school district in Rhode Island, are capable women, who have served for one or more years, and have thus learned in the most practical and satisfactory way how to make good schools.

"To judge of faithful or unsuccessful labor in the school and to appreciate the difficulties of the service, none are better fitted than the women who have acted as instructors, and have borne the trials of the station, which is placed under their oversight.

"The advice of women would be of especial value to teachers in matters pertaining to the health as well as the studies of the pupils—a subject so sadly neglected in our school work.

"A third qualification is the element of time. The great complaint on the part of our school officers, is, that they have not the time to visit and examine the school which the work demands. As the service is for the most part a gratuitous one, and is usually prompted only by philanthropic motives, the people cannot demand, nor expect that the schools shall receive the attention which they require, from men whose business constantly demands their time and thought.

"Now, none of the duties of men can so properly, or so readily be delegated to women, as the care of the schools. By an examination of the registers of our schools throughout the state, it will be found that on an average

the names of four women appear to that of one man on the visiting list, practically showing that women have more interest and time to devote to this matter, than men. Of the audiences which gather at the discussion of educational topics, or at teachers' institutes, the female element here predominates, showing the same fact, that women are first in their intelligent inquiries after the best methods of instruction at home and at school. Perhaps the most convincing argument in favor of women's appointment to official school relations is found in practical experience. In several of the states, women hold offices upon school-boards, and this in the most intelligent communities. In several of the towns of Illinois, Massachusetts and other states, women not only occupy the office of school committee and supervisor, with honor and fidelity, but in several instances, they occupy the salaried office of superintendent of the schools of the town. So far as the state reports are in evidence, it appears that their work is done faithfully and conscientiously and merits public appropriation. Success proves capacity and fitness.—*Report 1874, THOS. W. BICK.*

The following, respecting a recent legislative act of New Hampshire, is taken from the last report of the United States Commissioner of Education:

"The growing interest of women in the public schools, and the importance to these of their influence and supervision are recognized in the passage of the following act by the New Hampshire State Legislature of 1872:

"SECTION 1. Any female citizen of any school district of adult age, who has resided therein for six months at least, may hold and discharge the duties of prudential committee of such district, whenever chosen thereto by the legal voters of such district, or appointed by the mayor and aldermen of any city, or the selectmen of any town.

"SECTION 2. Any female citizen of any city or town of adult age, who has resided therein for six months at least, may hold and discharge the duties of a member of the school committee of such city or town, whenever chosen thereto by the legal voters of such city or town, or appointed by the mayor and aldermen of such city, or the selectmen of such town."

THE SCHOOL MONTH.

An act was passed by the legislature in 1871, declaring 110 days to constitute the "five months" school required of a district in order to share in the apportionment of school money; also declaring the teacher's month to be 22 days, not including Saturday, unless otherwise specified in the contract. These provisions were harmonious; but in 1872 the "five months" was reduced to 100 days (thus making a month 20 days), while the teacher's month was left as before—22 days. This discrepancy between the sections of the

act is the source of much misunderstanding, and of many differences between teachers and school boards. The prevailing custom in the cities and villages is to regard twenty days, excluding Saturday, as a school month, and it is extremely desirable that the custom be uniform. Although any number of months of school will thus elapse sooner than the current calendar months, yet this is well understood and can be taken into account in the agreement made as to wages. The wages of teachers at the best is very low, and this concession I think to be both just and politic. I therefore recommend that the word "twenty-two" be stricken out of section 1 of chapter 168 of the general laws of 1871, wherever it occurs, and the word "twenty" be inserted in its place.

The following from the last published biennial school report of Illinois expresses the forcible conviction of Hon. Newton Bateman upon this subject. Every word is as applicable here as in our neighboring state:

"The new law, section 54, provides that 'the school month shall comprise twenty-two school days actually taught.' This provision has caused great confusion throughout the state, with no apparent compensating advantages. It is so anomalous and arbitrary, as to make it difficult to avoid the conclusion that it must have been an inadvertence. It is assumed that it was not the intention to require teachers of common schools to teach on Saturday or Sunday; the latter being excluded, by statute, from the number of working or business days, and the former, by almost universal and immemorial usage, from the number of school or teaching days. In a year of three hundred and sixty-five days, there are one hundred and four Saturdays and Sundays, leaving two hundred and sixty-one teaching days, or an average of twenty-one and three-fourths to the month. Twelve months of twenty-two days each amount to two hundred and sixty-four days, or three more than the whole number of school days in a year. Hence, if a teacher were employed for twelve 'school months,' as defined by law, it would require three days more than a full calendar year to complete the engagement, unless he should make up the time by teaching on Saturday or Sunday. In like manner, in more limited periods of three or six months, it will generally be the case that the rule of the law cannot be literally complied with, because there will not be three or six times twenty-two 'school days' in the given period. This is the fact with respect to the first six months of the school year, commencing October 1, 1872.

"But there are, if possible, still greater objections to the present legal school month. "Twenty-two" is an awkward, inconvenient, troublesome number. It is not the multiple of any other number connected with common school work and usage, and is therefore not readily manipulated and estimated by teachers and school directors. It leads to fractions and fractional cal-

H. SURT.

culations, to mistakes and errors and petty perplexities and vexations and delays in settlements with teachers, and to annoying differences of opinion between directors and treasurers. The aggregate magnitude of these individually little vexations will be appreciated when it is considered that each one of our twenty-one thousand teachers is entitled to settlement and payment every month. If there are any counterbalancing advantages, I am unable to see them. It does not affect the question of wages in the least, for these are regulated by contract, and vary in exact proportion to the number of days required to be taught for a month or other unit of time. I do not see that it benefits the people, the districts, the schools, or anything or any body, and if not, it should certainly be changed.

"The most natural and simple unit of time for all common school uses and purposes, is the *week* of five school days. Four of such weeks, or twenty school days should comprise and constitute the common school month. This removes all doubts and complications in the computation of time, renders it perfectly easy for directors and township treasurers to settle with teachers, and for teachers to keep and make out their schedules. The numbers involved are all exact divisors, or multiples, as the case may be, of each other, so that nearly every necessary calculation connected with the schools and the payment of teachers, may be performed mentally and quickly. Moreover, the rule proposed has already been adopted in many of the largest cities and towns in the nation, and will soon become, as it should, the uniform American standard of time for all free school purposes. We shall then be enabled to collect and compare educational statistics upon a fixed and uniform basis in all the states and cities of the country, so far as the unit of time is concerned, and exhibit the actual and relative standing and progress of each state and city, in an accurate and satisfactory manner. A change so beneficial, and against which no valid objection can be urged, will, it is earnestly hoped, have the approval of the general assembly."

CONCLUSION.

In presenting the foregoing views and recommendations, I have sought to do it with that "proper union of boldness and caution" which should guide all true and useful reform. I am well aware, as I stated in some formal words of greeting a year ago, through the *Journal of Education*, that to no inconsiderable extent the defects in our system of public instruction are such as no legislature can remedy. As then said, "their cure lies partly in a more enlightened public opinion, in a denser population, and greater aggregate wealth. Time, and the earnest, persistent efforts of the enlightened friends of popular culture, through the press and from the platform, will bring the desired change."

I am confident, however, that the measures of remedial legisla-

tion herein urged, would prove highly beneficial in further organizing, stimulating and strengthening both public opinion and individual effort. In this, I am happy to know that I represent the convictions of nearly all the experienced teachers and school superintendents of Wisconsin—a class, upon the whole, I believe, as intelligent, as earnest and as progressive as those of any other state. I can here acknowledge that to their enlightened and cordial support will be chiefly due whatever measure of success shall attend my administration of the interests in which they are so intimately and deeply concerned.

But with or without special legislative enactments, the cause of intelligence must advance among the people. There are influences at work superior to all printed statutes. Ideas must spread and must prevail. Rapid communication, the discoveries of science, the omnipresent power of the press, that all comprehensive potency we call “the spirit of the age”—these things are “compulsory laws,” which no man may feel, no man measure, but which, nevertheless, neither individuals nor states can resist.

EDWARD SEARING.

104 p.

DOCUMENTS ACCOMPANYING REPORT.

REPORTS OF COUNTY SUPERINTENDENTS.

ADAMS COUNTY.

J. M. HIGBEE, SUPERINTENDENT.

Has visited all the schools twice, and some more frequently. In most of them spent a half day. Held five examinations of three days each, devoting part of each day to institute work. Aggregate attendance 45.

FOND DU LAC COUNTY—FIRST DISTRICT.

W. S. O'CONNOR, SUPERINTENDENT.

Has visited all the schools in the district at least twice during past year, and found them generally prosperous. Believes they compare favorably with an equal number of schools of same grade in any part of state. The public are taking a commendable and increasing interest in educational affairs, and demanding superior teachers and better buildings.

At spring and fall examinations 400 candidates examined. About 70 per cent. licensed to teach, or 176 more than necessary for schools of the district. The rule is not to refuse a certificate to an experienced teacher unless his standing is zero. Generally a few suggestions relative to the subject wherein he failed would set the whole matter right, and generally such a teacher will teach a better school than others lacking experience, who pass a better examination.

Commends teachers' institutes as indispensable to the progress of the schools.

During the year a number of school-houses have been thoroughly repaired and two new ones built, both fine and convenient structures, creditable to the district and county. Some poor buildings, apologies for school houses, remain. From their appearance as compared with even the barns in the neighborhood one might infer that the inhabitants think more of their horses than of their children.

Suggests that school boards should as a rule employ no teacher who is a stranger to them, unless the applicant brings a recommendation from the board of the district in which he last taught.

Commends the Normal Schools as doing a good work for the common schools, in sending out to them thoroughly trained and well qualified teachers.

Recommends school boards to subscribe for the Journal of Education.

Refers to the imperfect reports of the Town Clerks.

Reports that with few exceptions the teachers are excellent, loving their work and earnestly laboring to build up noble characters and well disciplind minds in their pupils.

MARATHON COUNTY.

THOMAS GREEN, SUPERINTENDENT.

Reports great improvement on last year in all the schools of the county. Teachers passed a much better examination then last year.

Five new school houses have been built.

Has made 77 visits to the schools of the county.

MONROE COUNTY.

A. E. HOWARD, SUPERINTENDENT.

Mentions want of completeness in reports of district and town clerks. Number of teachers required for the schools of the county,

128. Number of certificates issued during the year, 155; but as about fifty of them were for only six months, there were no qualified teachers to spare, and good teachers were scarce. No. of applicants for certificates, 325.

Many of the teachers lack some of the qualities essential to entire success, but are, in many cases, as well prepared as the people where they teach care to have them. The people are satisfied if the teacher "can do all the sums their children come to in arithmetic," not caring whether they understand any principles or are taught to think for themselves. But this unhealthy state of things is gradually giving way to better ideas, as a good teacher is occasionally hired who does far more than mere school-room work.

Teachers' associations were held in various parts of the county last winter, by which the teachers were greatly benefitted. Prof. O. R. Smith, Principal of the Sparta graded schools, rendered efficient aid in these.

Good results are ascribed to the Normal Institute held at Tomah in August, under the direction of Professors Salisbury and Smith. The work there done gave the teachers more enlarged and advanced ideas of their responsibility.

Alludes to the great difference in the methods of marking on a scale of 10 by examiners. Teachers have been examined in several other counties, and their papers marked and sent to him, with the questions, by the superintendents of such counties, and found improperly marked. Papers were found marked $9\frac{1}{2}$, when a strictly fair marking would give only 6 or 7. Hence a superintendent cannot judge of the fitness of an applicant without personal examination.

More than six or eight hours are necessary for the proper examination of a class of teachers, so as to determine their real fitness for the responsible work of teaching.

OCONTO COUNTY.

A. T. STEARNS, SUPERINTENDENT.

Visited all the schools of this county during the winter and spring. Found them generally in a tolerably good condition, and some of them *deserving* of especial notice for the high standard

attained and the signs of progress manifest. The citizens with whom he conversed were almost without exception very much interested in the success of their schools. The general expression was, in substance: "We wish to educate our children at home, and we want to make *our* school as good as any other."

But very diverse and, in some instances, most peculiar notions were expressed as to the manner of bringing about this desirable result. He therefore found little need of creating an interest in behalf of the schools, but rather the necessity of harmonizing antagonistic views, and of concentrating and directing the efforts constantly being made for a higher degree of excellence in the schools.

Four new school districts were organized during the year, in two of which schools were maintained for five months. Three new school-houses were erected and some old ones considerably improved and enlarged.

During the winter, a Teacher's Association was organized by the teachers of Marinette and Peshtigo, contiguous towns in the northern part of the county, and monthly meetings were held, well attended by teachers, and creating a lively interest among the citizens in the places where they were held. The Superintendent recommended similar associations in other parts of the county, and occasional meetings were held; but the sparseness of the population and the consequent distance between schools, rendered the carrying out of this recommendation, with much regularity, very difficult. Further efforts in the same direction will be made during the coming year.

OUTAGAMIE COUNTY.

PATRICK FLANAGAN, SUPERINTENDENT.

The imperfect reports of district clerks are referred to. Some of the clerks report barely the facts necessary to draw their share of the public money. There is a great deal of guess-work about the financial statement.

The schools have made commendable progress during the past year, notwithstanding the general business depression. A few of the old log school-houses have been replaced with substantial and commodious school buildings. The average wages paid teachers

during the year, have been a little more than in the year previous. Generally speaking, the people of the county are able and willing to maintain good schools, and they are beginning to realize the fact that physical, intellectual and moral culture are coördinate elements of a true education, and that these are not attainable without efficient teachers and commodious school buildings. Yet there is much left for improvement. Many schools are destitute of good blackboards, outline maps and charts.

A pleasant and profitable Teacher's Institute was held at Appleton, under the skillful management of Prof. Graham, during a week in March. This was the largest ever held in the county, the daily attendance being 200. The teachers of the county are greatly in need of institute training, and all were disappointed that another institute could not be held in the fall.

There is a growing demand in the county for earnest, active teachers, skilled in the science and art of teaching. Those who obtain places through the influence of friends, but whose services are never required a second term in the district, are fast departing from the ranks. It is still a misfortune to the schools that many make teaching merely a stepping-stone to something else. Their leisure hours are given to special studies of law, divinity or medicine, and not to the interests of their schools. At examinations they admit they are "rusty," and are satisfied with obtaining a certificate of the lowest grade.

It is recommended that the law should be so changed that the Superintendent might enter upon his duties before the first of January succeeding his election. The retiring Superintendent seldom has interest enough in the schools to visit them before the close of his term, leaving all the schools of the county to be visited by his successor after the first of the year.

Has made since January first, two visits to all the schools of the county that were in session two terms, except the schools which closed before they could be visited. In most cases, found the teachers working faithfully, and scholars making commendable progress.

POLK COUNTY.

CHAS. E. MEARS, SUPERINTENDENT.

Is able to speak a good word respecting the progress of the

teachers and schools of the county during the past year. Much improvement is noticeable.

Mention is made of a successful third Normal Institute, held at Osceola Mills from August 18 to September 11, 1873, conducted by Prof. Earthman. The Polk County Teachers' Association has a large membership and a fine teachers' library of 50 volumes, to which additions are made yearly. The Association holds an annual meeting during holiday week.

The increase in the number of children of school age since the last report is 205. While 1,430 children of school age have attended school during the year, 781 of that age are reported as not having attended. The proportionate number of non-attendants is somewhat smaller than during the previous years, but it is yet much larger than it ought to be, and a compulsory law will work the only effectual remedy. We must have such a law before the people will receive one-half the benefit from our schools to which the large expenditure of money entitles them. The average cost of those actually attending school in the county, is \$11.75 per scholar. If the entire number of children of school age attended, the average cost per pupil would be only \$7.25 — a saving to the county of nearly one-half in the benefits received.

Four new school-houses have been built in the county during the year — three good log buildings and one frame. Houses have been supplied with new seats, maps, globes, charts and blackboards, at a total expense of \$2,262.95. This puts a large number of school rooms in fine condition for good school work. The improvement in this direction during the last school year has been much greater than in all the previous years since the organization of the county.

Teachers generally report promptly at the end of each school month. Occasionally one is a little late, but reports are received from all without exception.

Of district and town clerks' reports, he cannot speak so much in praise. Not one was received in complete and correct condition. Thinks there never will be correct reports so long as the district system continues. School officers are not paid for their work, and they appear to think there are only two items of importance in their reports, viz: The number of days the school has been taught, and the number of pupils of school age in the district. The officers cannot be justly blamed for not working without pay. Let us have

the township system of school government, *as a state law*, pay all school officers, and insist upon accurate work.

The certificates issued were 2 first grade, 4 second and 76 third grade. Twelve applicants were refused.

Just previous to the time of holding the annual meetings, a circular was prepared and published, containing the following recommendations to school districts and district officers:

That the annual meeting should be held on the last Monday in August.

That the schools should not be in session during the hot weather of July and August; that as a rule, school should be held not less than six months each year; that if a district *cannot* maintain school but five months, the session should be between the first of October and the first of March; that if there be six months school, a fall term of three months should be taught, and a winter or spring term of three months; if seven months school, three should be in the fall and four in the winter, after Jan. 1st; if eight months school, have it commence the first of October, have a vacation during the holidays and the wet weather of spring, and close the last of June; if nine months (and this should be in all districts where it is possible), commence the middle of September, have three terms of three months each, with a short vacation during the holidays and in the spring, and close the school the last of June.

That the district should vote a tax of from \$25.00 to \$75.00 for school apparatus; that each school should have reading and phonetic charts, good blackboards and plenty of them, outline maps and a map of Wisconsin, globe, clock, numeral frame, cube root blocks, geometrical forms, and other things from year to year, as the district is able to buy.

That as soon as districts are able, they should buy a set of patent school desks, with recitation seats, teacher's table and chair.

The above recommendations respecting the intermission of school during July and August have been made for three years past with favorable and encouraging results.

RICHLAND COUNTY.

W. J. WAGGONER, SUPERINTENDENT.

The statement is given, in substance, that as long as the wages

of teachers are so low, comparatively, their work cannot be regarded by them as permanent, and that work will, moreover, not be of a high character. How can the calling be made a permanent one? The only answer he can give is, More rigid examinations and higher wages.

From the smallness of the wages, and from the peculiar relations which the teacher sustains to the community—relations which expose him to the criticisms of a motly array of inspectors and judges—the work has few attractions for young men. Most of them in his county prefer other employments, and the result is the impaired standing of the winter schools, which are entered by many teachers with less than a week's notice, and with no definite results in view.

Yet the number of zealous, well-informed teachers, male and female, is slowly increasing, and the outlook for future progress is encouraging. There is an increasing desire on the part of the people to secure the best qualified teachers, and to give them permanent employment. Some female teachers are now constantly employed, and more will be when their merits are better known.

Those who are recommended by the superintendent give entire satisfaction, and thereby the confidence of the people in the present system of superintendency is increased.

Four new school-houses were erected in the county during the year, and the superintendent made special effort to have them suitable for their purpose.

In a large number of districts the time of holding the annual meeting has been changed to the last Monday of August.

Many are arranging to have fall, winter and spring terms of school, and thus to avoid a mid-summer term.

He is satisfied there is improvement in regularity of attendance and in the matter of tardiness, attributable to the improved condition or resources of the people, and to a growing appreciation of school privileges.

Another evidence of progress was the good attendance at the Normal Institute, held at Richland Center in August. There was an enrollment of 117 members, and an average attendance during the four weeks of $74\frac{1}{2}$. This was a larger attendance than at any previous one, and good results are confidently anticipated.

For three years, monthly reports from teachers were required, but, during the past year, term reports were prescribed instead.

Of 386 applicants for certificates, 234 were licensed, 3 receiving

certificates of the first grade, 10 of the second, 196 of the third, and 25 limited. As there are only 128 schools, there may appear to be a large surplus of legally qualified teachers, but where to draw the dividing line that shall separate the chosen from the rejected is a difficult task. If a knowledge of school studies were a safe criterion to measure a working teacher by, it would be more easy.

There should be a greater uniformity in methods of examination. The Superintendent holds it necessary that a teacher should be examined in the county in which he wishes to teach, and says that appeals to him to "indorse" will continue to be in vain.

He recommends the township as better than the present district system, but says the people are opposed to any change. They see, in the proposed system, greater cost than in the present one, and the management of schools put into the hands of a few. These appear to their minds formidable objections. The liberal consideration of "the greatest good to the greatest number" will not be readily entertained by those districts having good houses, light taxes, etc. This spirit of selfishness would render it very unpleasant for any citizen to be instrumental in procuring the change. The township plan is conceded, by educational men, to be the better one, and the legislature should make the change obligatory, and he trusts it will have the wisdom and boldness to do so.

If the change cannot be made, then it would be an advantage to our educational interests to pay district officers for their services.

He thinks the entire support of the schools should come from the state. The local burden of taxation to support a five months' school is, in some districts, no light one. The result is poor schools and poor buildings. The property of the state ought to educate the children of the state, and the income of the school fund should be supplemented by a state tax. The poor, feeble district, whose wealth is its children, ought not to be made to bear so much of the burden.

ST. CROIX COUNTY.

FRANK P. CHAPMAN, SUPERINTENDENT.

Refers to the incompleteness of town clerks' reports. Only very few district clerks are paid for their services, and hence their negligence. *Thinks a law should be passed to remedy this.*

The teachers of the county are in general alive to the importance of their work. They are, however, laboring under a great difficulty in not having preparatory schools to attend—there being only one such in the county. This difficulty will be removed as soon as the Normal School, now in process of erection at River Falls, is in successful operation.

The Teachers' Institute, held in the spring under the supervision of Prof. Salisbury, was a source of great profit.

School-houses are generally in good condition. A few fine ones have been erected during the past year, and two have been condemned.

The Superintendent aided 15 districts in procuring maps, and also saw that nearly every district was supplied with dictionaries and constitutions.

Has examined since January 1st, 152 applicants. Of these, 4 received first grade certificates, 13 second grade, and 83 third grade, in all 100. The county is in great need of male teachers, who are thorough scholars.

Has urged upon the teachers the necessity of more thorough instruction in orthoepy and penmanship—branches sadly neglected. In the future, will consider it a good cause for removal, if teachers do not instruct in these branches.

It is sad to contemplate the fact that less than 60 per cent. of the school children of this county have attended school during the past year. Hitherto he has been opposed to compulsory education, but a thorough examination of the statistics of non-attendance in the different states, has led him to the conclusion that there should be appropriate legislation to remedy this great evil.

WASHINGTON COUNTY.

FRED. REGENFUSS, SUPERINTENDENT.

Reports that the schools, as a whole, are making progress. Several in the county may be regarded as models, and are entitled to rank among the best in the state. Many districts are repairing their school-houses or building new ones, and furnishing them with outline maps and good comfortable seats. In many places, also, some of the higher branches are taught, and teachers holding second and first grade certificates employed.

Want of punctuality and regular attendance is a great evil on the part of scholars yet to be remedied. Is not without hope that a remedy will be applied.

In his visits among the schools, has been heartily welcomed by all, and his suggestions to teachers and district boards in relation to improvements have been kindly received, and a generally progressive disposition has been manifested.

WINNEBAGO COUNTY.

C. W. ROBY, SUPERINTENDENT.

Refers to inaccuracy in district reports, and believes the only way to remedy the evil, is to fairly pay district officers for their time. The following is quoted from the special report of Mr. Julius Ulrich, of Winneconne, one of the most faithful and intelligent town clerks: "The financial reports of several districts are absolutely wrong, and I was obliged to correct them as best I could. I am fully convinced that we have more than fifty persons in this town who cannot even read or write their names, yet but five are reported. The number of visits of the county superintendent is reported by only three districts, and if our school-houses will accommodate 750 pupils, then a two-gallon cask will contain 300 mackerel. Ventilation is not understood by any clerk, and the whole report will approximate guess-work. We will never have accuracy until competent men are elected as district clerks and paid for their work."

The zeal and interest heretofore shown in the schools are not in the least abating, and as a whole, the schools are making progress in the right direction. The county has a good reputation for paying its teachers liberally, and as a result an older and better class find employment there.

"Theory of Teaching," and "Art of Teaching," are held as separate matters. The rank in the latter is not placed upon the certificate until the superintendent has examined the work done in the school-room. Upon the scale of 10, $8\frac{1}{2}$ or above means good; $7\frac{1}{2}$ or 8, ordinary; 7 or below, poor. When poor, or not marked, district boards are advised to draw the contract subject to amendment on a week's notice.

The interest manifested in the county associations by teachers

and others interested in education is very commendable. Promptness and enthusiasm are the rule. The interchange of ideas on leading topics connected with the work produces beneficial results plainly to be seen. The County Teachers' Association is regarded as second to none in any county of the state. Much of the prosperity is due to the persistent and laudable efforts of the preceding superintendent, Prof. H. A. Hobart.

About 30 of the county schools have three terms in the year, a fall and a spring term, instead of a long summer term. This plan works admirably and it will be the superintendent's aim to induce more to adopt it.

WOOD COUNTY.

C. L. POWERS, SUPERINTENDENT.

Reports great progress made in educational matters in the county during the past year, and a growing interest therein on the part of school officers and people. The teachers are striving for a higher standard of excellence.

Cordially endorses the suggestion that the school law be amended so as to provide for the annual examinations to be held in the fall supplemented by examinations in the spring;—certificates to be in force only until the next annual examination, and designed solely to fill vacancies that may exist in the teaching force available for the summer schools.

A successful institute was held at Grand Rapids, commencing March 30, 1874, and continuing four days. From it the teachers carried with them into their summer schools new ideas and methods of teaching, and all fully realized the benefits of the institute work.

The annual reports of town clerks are very unsatisfactory in some things, and especially in regard to finances. Many districts are reported as paying out hundreds of dollars more than have been in the treasury, and still a balance on hand. Others keep no separate accounts of the different funds, and all moneys received are accounted for in the column "From all other Sources." Some districts report, as paid out of the treasury, the amount of orders issued, and altogether the financial statement is "confusion worse confounded."

Many of the districts reported nothing for the column of attendance and few were entirely correct in all particulars. Statistics of attendance and ages of pupils attending school have been guessed at, in a measure, by many clerks, if given at all.

A system of monthly reports has been adopted which gives all the important facts in reference to the school work, and all the statistics needed for the annual report that can be obtained from the school register.

TEXT BOOKS.—There can be found in the county, and, indeed, in many schools, nearly all varieties of text books. There is nothing like uniformity, while many schools have not half enough books of *all* kinds. Some districts have expressed a determination to adopt a uniform series of books, and raise by taxation the necessary funds to procure them. But about one-third of the schools are provided with outline maps, and nearly all are sadly deficient in blackboards. There seems, however, to be a desire on the part of school officers to remedy these matters, and I hope to make a more satisfactory report of them next year.

MILWAUKEE COUNTY—FIRST DISTRICT.

THOMAS O'HERRIN, SUPERINTENDENT.

Reports most of the school-houses destitute of *good* blackboards. Ten of the thirty-five schools of the district are destitute of outline maps, charts, etc. Other evils are the rude construction and improper arrangement of benches and desks, and want of means for needed ventilation.

Regrets that so many of the schools have insufficient play grounds. Only five out of the thirty-five reported as having an acre. Thinks the school grounds should be neatly inclosed with a good fence and be ornamented with shade trees.

An institute was held in September. Regards institutes as indispensable to the progress of the schools. The law should make them more effectual by compelling attendance of teachers.

Of 4,179 children of school age in the district, 2,206 were reported as attending school during the year, and 1,973 as not having attended. What wonder that compulsory education has many advocates among earnest men, to whom the acknowledged principle that "the

safety of the state depends upon the proper education of the youth," is not a stale platitude, but an eternal, vital truth, which Republics cannot safely ignore!

The district had many good, energetic teachers, who are alive to the responsibilities of their profession, but it cannot be denied that there are too many whose efficiency is much impaired by a slavish use of the text-book in hearing recitations, and too many who make little or no use of the blackboard, outline maps, etc.

There were held five public examinations, with about seventy applicants. Certificates were granted to 55, as follows: 5 of the second grade, 35 of the third grade, and 15 limited.

The condition of the schools, as a whole, is prosperous.

LA FAYETTE COUNTY.

J. G. KNIGHT, SUPERINTENDENT.

Refers to tardiness and inaccuracy of the reports from town clerks. Can readily see that his own report must be imperfect in many respects, particularly in relation to statistics, general and financial.

The number of certificates issued is evidence of industry, if not of good judgment. However, 135 were issued last fall, from September to January 1st, by the previous Superintendent, of which there were 25 first grade and some 48 second grade. This leaves, as issued by him during the present year, 121. Of these, 3 were first and 6 second grade.

At date of report had just closed the best attended and most interesting Teachers' Institute ever held in the county.

LA CROSSE COUNTY.

S. W. LEETE, SUPERINTENDENT.

Reports a visible improvement in the schools. The Institutes at West Salem, in the spring of the years 1873 and 1874, were productive of great good.

There is no longer any real need of licenses and limited certifi-

cates in that county, and it was last spring advertised they would no longer be granted. There is a larger number of permanent professional teachers than ever before.

The improvement in the graded school in the village of Bangor, is especially worthy of note. The graded school in West Salem, the largest and perhaps the most important in the county, is in a prosperous condition, with well paid, efficient teachers.

Two or three districts in the county have taken steps toward erecting new school-houses within the next two years. One thing is as yet sadly neglected, and that is the surroundings of the school-houses. Out buildings and fences, where the school-yard is fenced, are in a very poor condition.

JACKSON COUNTY.

S. P. MARSH, SUPERINTENDENT.

Thinks he can truly say the condition of the public schools of the county is prosperous. By being somewhat particular in examination, and by raising the standard of qualification, "make-believes" have been retired from the field, and good teachers encouraged.

A large number of school-houses are not what they should be. Some fair buildings, but the most are poorly seated. Very few supplied with outline maps, charts, and, the most essential of all, good blackboards. But the people are beginning to realize the need of better buildings. The high school building at Black River Falls is an ornament to the county.

Is convinced that the Normal Institute held at Black River Falls in July and August, accomplished a good work for the teachers of the county.

Intends to organize town teachers' associations during the coming winter.

GREEN COUNTY.

D. H. MORGAN, SUPERINTENDENT,

Refers to the inaccuracy of the district reports. Being convinced that no reliance could be placed upon the returns of the clerks, he

put blanks into the hands of the teachers to fill and forward with their monthly reports. Found that over 92 per cent. of those between 15 and 20 years attended the winter schools, and were it not a custom among some German citizens to take their children from school at an early age, the per cent. would be much greater.

Proposes to have a meeting of the town clerks about October 1, 1875, when their reports will be handed in, and mutual aid given, to have them as correct as possible.

Reports the supply of first class teachers small, and the demand for them never so great. Has been called on by more district boards than at any previous time, for teachers whom he could recommend.

BUFFALO COUNTY.

L. KESSINGER, SUPERINTENDENT.

District and town clerks' reports more reliable than hitherto, although by no means entirely correct.

Pronounces schools and teachers still in a progressive condition. Though certificates of the two higher grades do not increase in number, the average standing in the third grade has considerably improved. Many young teachers are necessarily still employed, but the standard not being accommodated to them, they are induced to exertion to obtain certificates. This may be the reason for the unexpectedly large attendance at the Institute—70 against 50 last year,—and for the interest and earnestness characterizing its members. Thinks the Institute was of great service to all.

At the time of visiting each school, duplicate reports of its condition are made out on blanks prepared for the purpose, one of which is given to the teacher to be handed to the district clerk, and the other preserved by the Superintendent for reference. This report gives both teacher and district a tolerably good idea of how the Superintendent found the schools, what reforms need attention, etc.

Some new school houses have this year taken the place of old ones, and they are in almost every instance creditable structures. Some districts with houses that should be replaced with new ones, rail at the Superintendent for doing his duty in urging the change.

IOWA COUNTY.

WM. H. PECK, SUPERINTENDENT.

Has visited 60 schools since the first of January. Finds the the chief failure of teachers is in maintaining good order. Many teachers, otherwise well qualified, fail of success on this account.

It has been customary, and to some extent still is, for school officers to hire relations or special friends—a custom the superintendent has done all he could to discourage.

This fall there appears to be a greater demand than usual for experienced teachers. If districts would vote more money the demand could be supplied at home, as a large number of the best teachers have become disgusted and quit teaching, owing to lack of remuneration. Three new school houses have been erected and several repaired or enlarged during the past year. In a country district, in Dodgeville, a new house costing \$800, has been erected to take the place of one burned. (It seems a pity that fire wouldn't consume several worthless school buildings still left.) In three districts in the county, the people have failed to maintain school for five months.

There has been one institute held at Dodgeville, attended by sixty-five teachers, and ably conducted by Prof. McGregor. It is proposed to hold another in Moscow, during the latter part of November.

No town has, as yet, tried the township system.

MARQUETTE COUNTY.

H. M. OLDER, SUPERINTENDENT.

Reports that, although meeting with many discouragements, he is glad to be able to point to many noticeable improvements.

Of 56 school houses, 13 would be an ornament to any county. Two new school houses are in process of erection. A much larger amount has this year been voted for repairs than in any previous year; and many buildings are being re-seated, and made generally more comfortable for the winter term. This improvement, he thinks, is partially due to his efforts in personally advising district

S—Supt.

boards, and in presenting to the people through the county papers and in a public address the needs of the schools.

Another improvement has grown out of the law allowing district boards to appropriate \$75 annually for school apparatus. A large number of school-houses are now furnished with outline maps, globes, writing charts, numerical and reading frames, etc.

An increased interest is reported in Institutes and Associations. During the year ending August 31, 1873, there was held one Institute of five days. During the year ending August 31, 1874, there were 25 days' Institute work, shared in by 60 per cent. of the teachers, and 40 days work has been given this year, which will more properly go into the report of next year.

A corresponding advance in the qualifications of teachers has been noted. The standard for certificates has been raised, yet the scholarship of applicants has advanced in a greater ratio.

Regrets to report no improvement in town and district clerks. reports are very unreliable, and will be so until they are paid for their work and made responsible for all public money lost by their carelessness.

Of 3,543 children of school age, only 2,095 attended school during the year, leaving 1,448, or nearly one-third, that did not attend at all. The Superintendent thinks this a great wrong that can be remedied only by educating the parents, or by a compulsory law from the legislature. He also thinks the percentage of attendance would be increased by increasing the legal minimum of 100 school days, there being a direct correspondence between such percentage and the number of days the school annually continues.

BROWN COUNTY.

M. H. LYNCH, SUPERINTENDENT.

Declares the statistical portion of his annual report very unreliable from the imperfect returns of town clerks, who often give barely the facts necessary to draw public money.

Reports the condition of the schools as prosperous. During the past year, 12 new school-buildings have been erected and neatly furnished. The greater portion of the teachers retain their posi-

tions. The teachers, as a class, perform their work with marked ability and faithfulness. Two very successful Institutes have been held.

SAUK COUTY.

JAS. T. LUNN, SUPERINTENDENT.

Nearly one-third of the children of school age in this county are reported by the town clerk as not attending any public school. Some are probably not reported who should be, and some are attending private or high schools, but there yet remains nearly one-fourth of the whole number as non-attendants. Of those who did attend school, the average attendance is but one-half the average time schools were in session, while for all the children of school age the average attendance is but one-third the average time schools were in session. What is the use of decrying our school system when the public will allow it to produce but one-third of what it is capable of producing?

In many localities, there is a willingness to have only enough schooling to entitle the district to a share in the annual distribution of the public moneys, and one district is found which maintained school but four months during the past year.

In contrast with these elements of discouragement, he is glad to note the willingness of the people to be taxed for school purposes; the building of new school houses—four within the year; the refurnishing of old houses with new seats; the purchase of more charts, maps, globes and blackboards; an increased desire for better qualified teachers, and the willingness of teachers to attend the associations and institutes in order to render themselves more efficient in school work.

Frequent requests for private examinations and for the endorsement of certificates issued in other counties, meet the decided disapproval of the superintendent. Endorsements he has declined to give.

Owing to the infrequency of school visits by the superintendent in so large a county, the need of local supervision by district boards and parents is the more imperative. The law now provides "that it shall be the duty of district boards to visit the schools under *their care, to examine the schools and counsel the teachers.*" This,

however, is seldom done; some district officers do not visit their schools during their three years' term.

Two Institutes were held during the year, respectively two and four weeks in length, and both well attended. There seemed to be much interest centered in these, and great good was derived by those who attended with the intention of working to learn.

This criticism, however, upon the Institute work is made, that there is an attempt to teach too much and to teach it too minutely.

LIBRARIES.—In the district libraries of the county there are 906 volumes; the largest number being in the Sauk City district. It seems to me, says the superintendent, that this means of diffusing sound, popular information does not receive the attention to which its merits entitle it. Our schools are by some supposed to be for the purpose of filling the pupils' minds with all knowledge; whereas they are really but the means to enable the pupil to acquire information through future life. Few families are possessed of a library, however small, and in many cases where they have one, the books are of a character that may injure, rather than benefit the reader. We have thousands of young people from ten to twenty years of age who, for lack of anything else to do, spend their evenings away from home in loafing, gossiping, playing games of chance, and laying the foundations of a dissipated life. Some of this class would read, if they could procure books suited to their ages, tastes and qualifications. District libraries, if properly handled, and composed of suitable books, seem to offer a very feasible means of providing a reliable source of information for a whole neighborhood. One objection to the present plan of single district libraries is, a stock of books likely to be provided by a country district, would soon be read and then the books would lie as useless material and be treated accordingly. I would rather a scheme could be provided that would establish a central town or county depository, from which districts furnishing a certain quota of money or books could temporarily draw, thus practically forming a town or county circulating library.

In conclusion, it may be said, that although our schools are executing no startling or dazzling educational movements, there is no great cause for discouragement. The work done is of an elementary, unostentatious character, requiring time for its fruition. That they have in the twenty-five years settlement of this county, grown from nothing to their present proportions, is a harbinger for their

accomplishing more when they reach the higher plane to which we should labor to elevate them.

WAUSHARA COUNTY.

THEO. S. CHIPMAN, SUPERINTENDENT.

From this county numerous improvements in school buildings are reported. Five new buildings have been erected, two of superior character, and nine have been variously improved. Of these latter, two have been papered. The Superintendent says that the plan of papering school-houses is a good one, and should be generally adopted.

Two Normal Institutes are reported, conducted by the Superintendent, who was assisted by local teachers of experience. Thirty days were devoted to general instruction, class recitations and discussions upon the common branches. The exercises during the succeeding and last five days of the term, were conducted by the state, and related to methods of teaching.

Two select school terms are reported, one in the spring and the other in the fall, with average attendance of about thirty-five, nearly one-half of whom were teachers. Some of the teachers in the eastern part of the county also attended the Berlin Institute in August. Teachers' Associations and meetings have been quite regularly held in Waushara and adjoining counties.

Of the 172 certificates issued during the year, 17 were to females 16 years of age, 13 to females 17 years of age, and the rest, 142, to persons 18 years and over. Certificates were withheld from some applicants 16 years old, though reaching the required standard in all branches.

In March, a circular was issued to district clerks, containing the name, grade and post-office address of each person holding a certificate in the county.

The county furnished three pupils to the Oshkosh Normal School.

CLARK COUNTY.

R. J. SAWYER, SUPERINTENDENT.

Clark county is reported as not asleep, but thoroughly awake to her own interest in educational matters. The past year has added to the county thirteen new districts, with school-houses valued at nearly \$20,000. Several old buildings have given way to new ones, and nearly \$1,000 worth of apparatus has been purchased. The increase in the number of children of school age is 282. A large brick school-house at Neillsville is now nearly completed, which is well arranged, and will accommodate about 300 scholars.

The institute at that place in April was in every respect a success, the teachers being well pleased with the benefit it imparted to them.

The superintendent has made his calls upon the schools informal, and as practical as possible.

At the fine examination held in the spring, there were fifty-seven applicants, thirty-six of whom received certificates. Eighteen private examinations were held.

CRAWFORD COUNTY.

THOMAS L. REDLON, SUPERINTENDENT.

Has examined during the year 241 applicants, and granted 150 certificates of full grade, and six half year certificates. Has also licensed eight on the recommendation of district boards, a practice, however, which he has discontinued, and thinks ought to be entirely abandoned.

Does not grant a certificate to any applicant under 16 years of age, and thinks there should be a law fixing a limit of age, under which limit certificates could not be granted. Thinks 17 years should be the limit. The pernicious effects of placing very young persons in charge of schools are plainly to be seen, for even if not defective in learning, they are defective in judgment and the ability to govern.

Of the 97 school-houses in the county, he does not think that over one-fourth are fit to be called by that name. Thinks that the

power of condemning school houses ought to be left wholly with the county superintendent, as he finds it difficult to secure the co-operation of the chairman of any town board in condemning a building that the same chairman would not use as a stall for his horses.

Thinks the penuriousness that prevents the building of suitable school houses, and the employment of competent teachers, is very injurious. As the common school is the place where the characters of at least seven-eighths of the rising generation are molded, principles of refinement, truth and good morals ought there to be inculcated by the surroundings.

DANE COUNTY—SECOND DISTRICT.

M. S. FRAWLEY, SUPERINTENDENT.

Reports four new school-houses erected during the year. Several others have been improved and supplied with maps, apparatus, and other appliances for teaching. Has occasionally seen a globe ornamenting a desk, but has rarely found one in use. Expects to have these aids properly used in the course of the present year. Many of the school grounds have been fenced, planted with shade trees, and otherwise rendered attractive; but there is still much room for improvement in this direction.

Has held 16 public examinations, examined 512 applicants, and issued 286 certificates. It has been the aim to submit questions, the answers to which will require the exercise of thought and judgment—those involving a knowledge of principles. Has aimed to make the examinations a thorough test of scholastic ability and a sifting out of those lacking the requisites for success in teaching.

The instruction given in many of our schools is excellent, yet in some instances the parsimony of districts precludes real progress. The salary offered is not enough to insure the services of good teachers. It is recommended that teachers of character and ability should be sought after, and, so far as possible, their services retained from year to year.

The publication of a paper devoted entirely to the interests of the schools of the county, has been commenced at Black Earth. Its mission is to diffuse knowledge, awaken public sentiment and instill new vigor into the schools.

There are two teachers' Associations in the district, which have held several meetings during the year. In these gatherings, class drill has been given, papers for general information and instruction read, and practical questions that pertain to the teacher's work discussed. Teachers are thus taught to question topically and systematically, to teach with more life and energy; and scholars are, in consequence, taught to study subjects minutely and with better results. The best teachers habitually attend these meetings, gather strength and enthusiasm, are stimulated to renewed and better directed energy, and leave their impress upon their schools. They have thus proved to be an active and powerful agency in advancing the condition of our schools, and in creating an interest among the people generally.

Has sought to make his visits to schools as informal, instructive and practical as possible. After noticing the condition and needs of a school, the methods of instruction employed, and the advancement made, the Superintendent usually takes charge of the school, examines the different classes, endeavors to exemplify how, in his opinion, the lesson or subject should be taught, taking especial pains to impress upon the minds of teacher and pupils the importance of well prepared lessons, and of thorough and practical teaching. From the results visible, he believes this is a potent means for the improvement of the schools.

An Institute of five days was held in April, at Mazomanie. This was largely attended, and a source of great profit to the teachers attending. Many were convinced that their teaching heretofore had been too bookish, deficient in method, and devoid of zest, and have determined to make persistent efforts to improve their qualifications. Many of the summer schools showed the practical results of the good work then done.

In general, evidences of educational improvement are perceptible in the county. The schools are more efficient, and there is greater willingness to employ better teachers and pay higher wages.

EAU CLAIRE COUNTY.

J. F. ELLIS, SUPERINTENDENT.

Calls attention to the statistical portions of his annual report for

the purpose of making an apology for their inaccuracy. It is impossible for an officer to make accurate reports unless he has control of the sources from which the body of his report comes. Suggests as a means of correcting errors in the future, that the blanks for the town and district clerks be sent direct to the superintendent, that he may communicate with officers of the districts and towns from which reports of greatest inaccuracy come, rendering such help and suggestions as are needed. Inaccuracies may be seen by looking at any county superintendent's report critically, but the sources are not seen, because the district reports from each town are consolidated and sent in by the superintendent as the report of each town only. Knowing by his file of reports where the errors in them are, by a few suggestions sent out with the blanks he can help the clerk to correct any repetition of such errors.

The report on illiteracy, as given, is inaccurate and entirely useless for the purposes intended.

Finds a great diversity among the regulations of different superintendents for conducting examinations and granting certificates. Suggests that a general system be adopted in relation to the methods pursued, the questions used and the percentage of attainment required, both special and average—so that the examination of teachers may be as nearly uniform as possible throughout the state.

Also suggests the wisdom of a uniform rule in regard to granting limited certificates. The responsibility of granting or refusing them, usually rests with the superintendent, while the district boards are really the responsible parties. He gives a limited certificate only on written request from the board.

In visiting schools, besides carefully inspecting the school property, he requests the teacher to conduct recitations in those branches first, in which he showed the least knowledge at examination. The percentage in examinations being lowest in reading, he has given nearly all his time to the examination of methods pursued in teaching this subject and in criticising errors therein.

The superintendent further says, that as he found no records or other sources of information to guide him in his duties, he was obliged to begin as though he was the first incumbent of the office, and rely entirely upon his own judgment as to what was necessary for the best interests of the schools. He therefore suggests that records be made of everything of importance to the teachers, schools

and superintendents, so that successive incumbents may be less embarrassed in entering upon the work, and the work itself be consequently less tentative in character.

FOND DU LAC COUNTY—SECOND DISTRICT.

JAMES J. KELLY, SUPERINTENDENT.

In this district there are 79 school districts, in each of which a school has been maintained at least five months during the year.

Five examinations were held during the year. The number was 234, of whom 161 were licensed and 73 rejected. Two or more days were given to each examination, and each applicant was required to answer the questions both in writing and orally. Thinks it impossible to conduct an examination satisfactorily within the limits of one day. Maintains also that as the advancement of the schools depends almost entirely upon the qualifications of the teachers, superintendents should be very careful to license only those who are thoroughly qualified. To this matter he has given much attention.

Thinks it but simple justice to say that the teachers under his supervision are laboring earnestly and faithfully in their profession. They are constantly improving themselves by attending the Normal Schools or other seminaries of learning, and the fruit of their labor is discernible in their increased power as teachers.

But some of the most efficient ones are discouraged by a lack of sympathy on the part of the people, and by the small pittance offered for their services. The people complain of the stringency of the times, and endeavor to procure teachers at very low wages, and maintain school for only a few months in the year. This course drives the ablest teachers into other employments, more remunerative, and leaves the schools to be conducted by a corps of young and inefficient instructors.

An Institute of one week was held in September, conducted by Prof. Graham. There was an enrollment of 106 members, the discipline was excellent, and the session resulted in much good to all present.

Has visited 73 different schools during the year, and made 144

visits in all, doing all in his power to help teachers, and to incline pupils to correct existing evils.

While much has been accomplished in different directions to promote the welfare of the schools, there remains a vast amount of labor yet to be performed to remove all obstacles that hinder their perfect work.

REPORTS OF CITY SUPERINTENDENTS.

BELOIT.

FAYETTE ROYCE, SUPERINTENDENT.

In your official instructions to Superintendents of cities, you request any items of general interest concerning the public schools under their charge, to be reported to you, besides the usual annual report.

I am glad to be enabled to report that the organization of our school system is assuming a clearer and more emphatic shape. Under the leadership of Prof. C. G. G. Paine (late of Chicago) as Principal, and Misses Frances A. Lewis, Sarah A. Smith and Lilla C. Redington as assistants, our handsome and commodious high school building is filled with 160 scholars of an excellent class and character.

Many of these students come from the surrounding towns, and pay a tuition fee of \$20 per annum. These last are earnest and laborious in their application to study and evidently mean business. They exercise a favorable influence on the school and increase its spirit of progress perceptibly.

The course of study is arranged as follows:

Prof. Paine, teacher of Greek Latin and Mental Science. Miss Lewis, Drawing, Latin and the higher Mathematics. Miss Smith, Vocal Music and the German and French languages. Miss Redington, the English branches and the Natural Sciences.

Our school board has determined to introduce the study of Vocal Music and Drawing in all the departments of the public schools. The thorough methods of Boston and Chicago are being followed, under the direction of a competent teacher, under whose care the pupils will be taught to sing from the written notes; to read music at sight, of a suitable character for their different grades in the schools.

In the teaching of Drawing, the system of Krusi has been adopted—a simple and clear method, under which any child of moderate ability can learn the art.

The German and French languages are taught conversationally, under a teacher (Miss S. A. Smith), who has been educated in Europe. The manuals used are the simple and excellent ones of Ahn. Over forty students attend the German classes.

We hope to make our High School a place where a fine degree of culture can be obtained by all earnest students, in the classics, the modern languages, music, drawing, mathematics and the natural sciences; and the prospect is highly encouraging. Our new high school building is situated on a beautiful plot of seven acres, lying in a central part of the city on the west bank of Rock river; and is pleasantly adorned with trees and shrubbery, and commanding fine views of the surrounding country. The janitor lives in a house on the premises, and has special charge of the buildings and grounds.

In the eastern section of our city, a handsome ward school, capable of seating four hundred scholars, will be built, as soon as the necessary legislation can be obtained.

The sentiment of our community is strongly in favor of the school board carrying out a thorough and elevated system of education; justly thinking it is a false economy to stunt and cripple this most vital interest. The schools are looked upon as the foundation of the whole social fabric, which must be made broad and strong, and abiding.

BERLIN.

N. M. DODSON, SUPERINTENDENT.

I am very happy to be able to report that the schools of the city of Berlin are in a very prosperous condition. The interest of our citizens is increasing, rather than abating, and with growing numbers, and a course of study slightly changing from year to year as experience dictates, we feel that we are doing good work in the cause of public education.

One new school, a primary department, has been organized for the new year. For all departments we have abundant room, well

seated and heated, with plenty of blackboard room. We are adding apparatus from time to time, but still greatly need large additions. Our cabinet of natural history has grown very much under the care of Mr. King, and now contains many specimens of great interest.

Our library has been largely added to and made more open to the public, who have availed themselves largely of its advantages.

We have been fortunate, for many years, in the selection of teachers, and have pursued the policy of retaining every one as long as possible. When we have been unable to avoid changes in the higher departments, we have felt that our standard must now be lowered, that we could not reasonably expect to entirely fill the places vacated. But so far, we have found, after a few weeks, that the new teacher had adopted the best features of the old and had some new ideas that increased the efficiency of the school, so that, thus far, we have steadily improved, with no discouraging failures.

The standing of our schools is so good at home, that for years no scholar has left our city for instruction in any branches within our course, while a large and steadily increasing number are constantly with us from abroad.

We have kept very free from sectarian and all other ill feeling. Protestant and Catholic, Jew and Enlightened Heathen, alike cooperate with us in building up a thorough school system.

With the single exception of a small German school for the children of German parents who desire their children to first speak, read and write that language, no attempt has been made for years to keep up an independent school.

We have a large and steadily increasing population of Germans and Poles, who but slowly learn their rights and privileges. To aid them we have sent a sort of missionary to look up all children of proper school age, and explain to parents, especially explaining that no pay was required. We are amply rewarded in increased numbers, and it is wonderful how the dull eye and stolid face become bright and radiant with expression after a few months of school life.

I suggest that it should be the duty of some school officer in every school district to look after every child of school age and make a personal effort to secure attendance. This is, perhaps, the best substitute for the compulsory law which it seems we are not to have soon.

The Institute held here in August by Prof. Graham and Mr.

Barnes, was a great success. The very anxiety of teachers to accomplish a great deal, leads them away from first principles and from exactness in teaching common things. No one can so well recall them as Prof. Graham. Mr. Barnes is a very pleasing and thorough teacher. We shall be very happy if we can have their services about the same time next summer.

Our teachers have for several years held teachers' meetings on Saturday forenoons. They now meet every alternate Saturday, spending the whole day in Institute work, etc., having the co-operation of teachers from the surrounding districts. The meetings are profitable to all concerned.

Our last graduating class from the high school numbered fifteen, and our whole number seventy, most of whom have engaged in teaching, and we believe have been eminently successful.

JANESVILLE.

L. J. BARROWS, CLERK OF THE BOARD OF EDUCATION.

The present condition of the city schools has never been excelled in efficiency, and it is the uniform testimony of intelligent citizens that the schools are doing excellent service for their children. The attitude of the mass of people towards the schools is known to be friendly, and their friendliness has resulted from the persistence of the authorities in making the schools essentially places for honest, earnest study of the elements of citizenship. His Honor, the Mayor, Henry Merrill, was pleased to say in his inaugural last April:

"I wish to call your attention (common council) to the present excellent condition of our public schools, and to suggest to you the necessity of maintaining them by both moral and material support. I find the average age of the pupils to be a small fraction over eleven years, including the attendance of the high school. We certainly do not want our children thrown upon the street at a still earlier age, which would be the case if a less efficient policy should be inaugurated. If we are to have industrious, lawabiding citizens, it must be by the healthy influence of our public schools."

To keep the children in school for a longer term, if done at a greater expense even than that now incurred, would be justified in the light of the average age of the present pupils. This average

age, eleven and two-tenths years, alone constitutes an unanswerable argument in favor of greatly increased efforts to improve the schools, until by the force of an intelligent public sentiment, the continuance in school shall be greatly increased. Most citizens depend wholly upon public schools for educating their children. Comparatively few children will acquire the rudiments of education unless the state furnishes the opportunity. How important it is then for society, for prosperity, for human happiness in every sense, in the present complications of society, to insure ample means for educating all children, so that society's very existence shall be no doubtful question, and so that its political and eleemosynary functions shall be so performed that any locality shall justly feel that at least it has done its whole duty up the average of all the communities in the land.

By the thoughtful citizen it is readily understood that our schools are settled upon a definite policy, and the pupils, teachers and board of education have become identified with a wholesome management. Any violent change in that management can only be interpreted as an effort to get results by a different means, and different means, in turn, call for disorganization of that which has cost time and money. Any radical change in the management, by way of reduced salaries, implying, as it must, a general change of teachers, must be attended by guarantees of less wholesome results than now, and it may be understood that a revolution of school management consumes from one to three years in again settling to business; and it may also be understood that the present school regimen was purchased within five years at just such an expense as must follow a change now, and it is a very simple matter to determine how many such school revolutions any city can tolerate in a decade, and to judge therefrom how many years will elapse before a city will compare unfavorably with her neighbors in the product of citizens. It is patent that "the enactments of folly are precipitate and easy, while the revolutions of wisdom are slow and difficult."

The Board of Education asked for \$13,600 tax levy for the support of the schools for 1874-75, but the common council voted to levy but \$10,000. The board has decided to have but seven months of school in the next school year.

The school buildings, five in number, are either new or are in perfect repair, and are well distributed for the accommodation of children.

The following summary shows the growth of the school in important particulars, since 1869:

Per cent. regular attendance.

1869-70.....	89.2
1870-71.....	92.4
1871-72.....	93.2
1872-73.....	92.4
1873-74.....	94.8

Per cent. Prompt attendance.

1869-70.....	87.4
1870-71.....	99.1
1871-72.....	99.6
1872-73.....	99.4
1873-74.....	99.7

LA CROSSE.

J. W. WESTON, SUPERINTENDENT.

I herewith present my annual report for the present school year. Some of the statistics are not such as I would desire, but a careful examination of them will show that we are making some advancement.

During the past two years an earnest effort has been made in this city to establish a more complete grading of the schools, and to bring them to a higher standard of thoroughness and efficiency. Our board have brought a strong influence to bear upon teachers and pupils, and upon the parents themselves. They have adopted regulations more specific and direct than had existed before. The results of this action are seen in the larger attendance and the greater regularity and promptness of pupils, and the greater unanimity of feeling and effort on the part of the teachers.

Our statistics show a larger enrollment of pupils this year than last in proportion to the entire number of school children in the city, and the per cent. of attendance upon the enrollment is higher now than in previous years.

During the last few months, we think we have brought the evil of tardiness within reasonable bounds. For several months in succession, during the past school year, more than half of the school-rooms in the city had not a single case of tardiness.

I am of the opinion that our present corps of teachers is superior

in scholarship, in tact and in efficiency to any that has heretofore been employed in the schools of this city. The order, interest and enthusiasm in the school-room, and the deportment of pupils upon the school grounds and in the streets are enough, of themselves, to confirm my opinion above expressed concerning our teachers. A large number of them have realized the necessity of careful and thorough preparation for the work of the school-room — have taken a partial or entire course of instruction in the Normal schools, and are now testing, by actual work, the theories and principles with which their minds have been made familiar.

The management of the high school, now in charge of Prof. B. M. Reynolds, is quite satisfactory to the public at large. The classes there are instructed with faithfulness and a thoroughness that would do honor to higher seminaries. Every term is telling for the better. The pupils have more self possession, are more independent in thought and purpose, and are forming habits of application and study that will greatly aid them in their future course.

I would add, in this connection, that public sentiment now favors our schools to an extent that is well worthy of notice. The more thoughtful and considerate are beginning to distrust the wisdom of the policy of patronizing schools in distant parts of the country when the same knowledge and discipline can be secured at home at far less expense.

We feel that we have much to encourage us. Yet we would say nothing in boasting. The spirit of real improvement looks forward to a brighter and better future, rather than backward to the past, however auspicious or favorable it might have been. The points gained and the positions taken from the stern foe that assails us, have been gained and taken by hard, persistent effort.

And it is only as we are resolute and firm in the future, that we can win all the success to which, under the laws of nature and man, we are entitled.

UNIVERSITY OF WISCONSIN.

REORGANIZATION.

Chapter 114—General Laws of 1866.

SECTION 1. The object of the University of Wisconsin shall be to provide the means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial and professional pursuits; and to this end it shall consist of the following colleges, to-wit: 1st. The College of Arts; 2d. The College of Letters; 3d. Such professional and other colleges as from time to time may be added thereto or connected therewith.

SECTION 2. The College of Arts shall embrace courses of instruction in the mathematical, physical and natural sciences, with their application to the industrial arts, such as agriculture, mechanics and engineering, mining and metallurgy, manufactures, architecture and commerce; in such branches included in the College of Letters as shall be necessary to a proper fitness of the pupils in the scientific and practical courses for their chosen pursuits; and in military tactics; and as soon as the income of the University will allow, in such order as the wants of the public shall seem to require, the said courses in the sciences and their application to the practical arts, shall be expanded into distinct colleges of the University, each with its own faculty and appropriate title.

SECTION 3. The College of Letters shall be co-existent with the College of Arts, and shall embrace a liberal course of instruction in languages, literature and philosophy, together with such courses or parts of courses in the College of Arts as the authorities of the University shall prescribe.

Amendment of 1867.

SECTION 4. The University shall be open to female as well as male students, under such regulations and restrictions as the Board of Regents may deem proper; and all able-bodied male students of the university, in whatever college, shall receive instruction and discipline in military tactics, the requisite arms for which shall be furnished by the state.

BOARD OF REGENTS.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,

Ex-officio Regent.*Term expires first Monday in February, 1875.*

7th Con. Dis.,	- -	ANGUS CAMERON	- -	La Crosse.
5th - do	- -	C. S. HAMILTON	- -	Fond du Lac.
2d - do	- -	J. C. GREGORY,	- -	Madison.

Term expires First Monday in February, 1876.

State at Large	- -	N. B. VAN SLYKE,	- -	Madison.
8th Con. Dis.,	- -	H. D. BARRON,	- -	St. Croix Falls.
4th - do	- -	J. R. BRIGHAM,	- -	Milwaukee.

Term expires First Monday in February, 1877.

State at Large,	-	GEO. H. PAUL,	- -	Milwaukee.
1st Cong. Dist.,	-	H. G. WINSLOW,	- -	Racine.
3d - do	- -	P. A. ORTON,	- -	Darlington.
6th - do	- -	THOS. B. CHYNOWETH,	-	Green Bay.

OFFICERS.

C. S. HAMILTON,

PRESIDENT.

JOHN S. DEAN,

SECRETARY.

STATE TREASURER,

EX-OFFICIO TREASURER.

EXECUTIVE COMMITTEE,

N. B. VAN SLYKE, J. C. GREGORY, GEO. H. PAUL.

FARM COMMITTEE,

E. SEARING, P. A. ORTON, J. R. BRIGHAM.

COMMITTEE ON LIBRARY, COURSE OF STUDY AND TEXT BOOKS.

E. SEARING, H. G. WINSLOW, T. B. CHYNOWETH.

COMMITTEE ON LAW DEPARTMENT,

J. C. GREGORY, P. A. ORTON, T. B. CHYNOWETH.

FARM SUPERINTENDENT,

JOHN FERREY.

ANNUAL REPORT OF THE BOARD OF REGENTS.

To the Governor of Wisconsin:

The Regents of the University respectfully report:

The past year has been one of substantial progress. The resignation of J. H. Twombly, as president, was accepted by the Regents on the 21st of January last. President John Bascom was invited to occupy the place, and entered on the discharge of his duties with the beginning of the spring term. The Regents are more than satisfied with the change, and do not hesitate to predict from it an effectual increase of good in the management of the University, and a far higher position for it among the colleges of the country.

Other changes have taken place in the faculty and teachers, which will be found by reference to the catalogue of the instructional force, making part of this report.

REPAIRS.

During the summer vacation, the dormitories have been put in thorough repair, and the college grounds graded and much improved, and an addition made to the president's house. The farm house and other buildings have been repainted, and everything done to preserve all university property, that the means at the disposal of the Regents would admit.

In behalf of the Regents, I invite your attention, and, through you, the attention of the legislature, to the economy of expenditure of the university income. By reference to the treasurer's report, it will be seen that the total revenue of the University for the year ending June 30, 1874, was \$61,724.79, and that the sum justly chargeable as costs of disbursement of the above amount, is only the expenses of the Regents and the salary of the secretary of the board, averaging annually, less than \$700. It is not believed that greater economy in the careful disbursement of such a sum is within the reach of any board of managers. Not only has rigid economy been necessary, but it has been the basis of action of each member of the Board of Regents.

LAND ENDOWMENT.

During the past fiscal year, the sales of university lands proper

have been 1,431 acres, realizing therefor the sum of \$3,757.43. In the same period, the sales of agricultural college lands have been 7,419 acres, for the sum of \$8,939.16. There remain unsold of university lands, 4,970 acres, and of agricultural college lands, 53,373 acres, a total of 58,343 acres. A considerable portion of these lands lie within the limits of the land grants of the Wisconsin Central and St. Croix Railroads, and are rapidly appreciating in value; but with the utter indifference that has characterized the action of our state legislature ever since these lands were given to the state, they are still in the market at minimum prices, and yearly, the best of those remaining are selected and purchased, and the profits that might accrue to the University by withholding the best from the market for a few years, are thrown away, and pass into the hands of speculators. Whenever effort has been made to procure from the legislature authority to withdraw any of our lands from market, it has met with sturdy opposition from the representatives of those counties in which the lands lie, on the ground that reservation from sale would retard settlement of the neighborhood. This objection would have force, if sale was made only to actual settlers; but it is notorious that the greater portion of sales since the land grants were made, have been to speculators, who hold the lands for the increased value, which, in simple justice, ought to inure to the University. In this way, a magnificent endowment, which, if husbanded, would have brought to the University hundreds of thousands of dollars, has been frittered away; and it is only just to claim that it is a sacred duty on the part of the state to make up to the University what has thus been lost. This duty of the state finds additional force, from the fact that the whole endowment of the University comes not from the state, but from the generosity of the Federal Government. Can the state do less than meet this generosity by the erection of such buildings as the growing wants of the University require? Thus far, it has erected but one building, the Female College. That building filled an actual want, without which no progress could have been made. All who know aught of the workings of the University have seen and acknowledged the wisdom of that appropriation. In the substantial growth and usefulness of the University, to keep pace with the growth of the state and the demands for a high grade of education, the time has now come when we must again come to the legislature for aid. A new building for all the purposes of pro-

gressive science has become an imperative necessity. The utter inadequacy of our present buildings to accommodate the classes, the need of more laboratory room, the discomfort of teachers and scholars, the failure to reach the best results because of such contracted quarters, and the indispensable necessity to enable us to accommodate the rapidly increasing students, all appeal for this most necessary aid. The Regents earnestly trust you will add the force of an executive appeal in your forthcoming message. With this and such needed help as may be necessary to supply the wants created by steady growth, the Regents feel encouraged to pledge a career of prosperity for the University that shall be a source of just pride to every citizen of the state; without it, our highest school must linger and stop on the threshold of a life which had before it the highest promise of usefulness and honor to the commonwealth.

BROAD CHARACTER OF THE UNIVERSITY.

Section seven of the organic law of 1866, provides as follows:

“That no instruction, either sectarian or religious, or partisan in politics, shall ever be allowed in any department of the University; and no sectarian or partisan test shall ever be allowed or exercised in the appointment of regents, or in the election of professors, teachers or other officers of the University.” * * *

During the past year, it has come to the knowledge of the regents, that efforts have been made by one religious denomination of the state, to retain a president at the head of the University, whose removal was demanded by every interest of the University, and about which there was no difference of opinion among the regents. Demands were also made to have regents appointed, as well as professors, because of their sectarian opinions and faith. As regards the board of regents, we desire to say here, that in no instance has either the religious faith or the partisan bias of any professor, teacher or employe of the University ever been questioned—that these matters have been uniformly and always ignored; and, further, that the regents believe earnestly, that whenever such questions shall enter into the appointment of regent, professor, teacher or employe, an entering wedge will have been placed, which if driven, will surely and effectually sap the foundation of usefulness for the University.

No rule should be more inviolable than this; that in the management of the University, no personal consideration, or political or

sectarian faith, should ever be considered in questions relating to appointments: for it is only by a rigid adherence to this rule that a broad career and a high character can be maintained for the University, and he who deviates from it, violates the high trust imposed on him by the people of the state.

In conclusion, I invite careful attention to the reports of the president, secretary, treasurer, professor of agriculture and board of visitors, as giving in detail all information required.

In behalf of the regents,

C. S. HAMILTON,
Pres't Board of Regents.

REPORT OF BOARD OF VISITORS.

To the Honorable, the Board of Regents of the University of Wisconsin:

GENTLEMEN: The undersigned, members of the Board of Visitors, appointed to attend the annual examination, beg to submit the following report:

Entire frankness demands the confession from some of us—not all—that we began the task to which you had invited us, with more or less of misgiving and questioning as to the need of such an institution in our state, and, if such need did exist, as to whether it were finding itself met.

Those who came with such feelings will not, therefore, be open to the charge of partiality for the University, in any testimony which may find its way into this report of an opposite character, and suited to correct those erroneous judgments.

We are glad to say that, like a valuable friend, the University improved wonderfully on acquaintance.

Familiarity with its faculty, students, methods and work awakened an interest akin to enthusiasm, and transformed the cool criticism with which the work began, into the warm approbation with which it ended.

It is natural to speak first of the instructional force on the ground. We simply reiterate what has been said many times

before, and is perfectly understood, when we say that we found the University in the hands of an earnest, devoted faculty fully abreast with the times in the latest thought, literature and methods of their respective departments. The fact that some of them are wanted elsewhere is a pretty good reason why they should be retained where they are.

The Regents are to be congratulated upon the wisdom which has guided them in the choice of the Rev. John Bascom, LL. D., as President of the University—a man who has earned a national reputation as an original thinker, able writer, ripe scholar—a man, who brings to this responsible office a long experience and peculiar aptitude in teaching, combined with the needed executive ability, and an instinctive hatred of all pretense and sham. The fact that he has so soon succeeded in intrenching himself in the hearts of the pupils and of the citizens of Madison, confirms the judgment of the Regents, that he is the right man in the right place. And we hazard nothing in expressing the conviction, that his administration, supported by the able body of men who now seem to be in hearty co-operation with him, will witness a steady, healthy, permanent growth and enlargement of the institution in ways that will quite satisfy the expectations of its patrons and friends.

Those familiar with oral examinations, in which not more than an hour and a half is given to a large class, need not be told how little value attaches to them as tests of real progress and scholarship, especially if the examiner and examined are total strangers until the hour of recitation. The haste required to compass the subject, and the embarrassment of the pupil, suddenly called to his feet, render an exhibition, entirely fair to teacher and pupil, well nigh impossible. This thought occurred to us while attending the different recitations. We should have been glad of more time, at least in some classes; and we felt this abridgment of time the more, because we were compelled to hasten from one room to another, that we might catch a glimpse of classes reciting at the same hour.

The limits of this report will forbid our entering into any lengthy detail of the examinations. We were very much pleased with them as a whole; with some of them, delighted. There was evidence of diligence, fidelity and enthusiasm, both on the part of instructors and pupils. It was manifest that the students were there to work, and, in the main, were trying to do their best. Their

frankness and independence in the discussion of topics and the freedom with which they ventured to differ from the author, and even the professor, arrested our attention, and afforded pleasing evidence of their having been taught to think for themselves—the most valuable thing in education. It occurred to some of the visitors that this admirable frankness and familiarity in the recitation room, unless controlled by good judgment, on the part of the pupil, might insensibly slide into a sort of smartness and curtness in retort, which the requirements of courtesy will scarcely justify. We shall be pardoned for suggesting one other criticism just here. It is this: there were occasional instances in the recitation room, in which the pupil so far forgot the proprieties of time and place, as to become a little careless about communicating with his neighbor, and about his posture while sitting and standing, thus distracting the attention of others, and seeming himself to be devoid of interest in the subject, and of consideration for his instructor. This is a trifling thing, but “trifles make perfection, and perfection is no trifle.” As a general rule, the bearing of the students, both in and out of the recitation room, towards their instructors, and towards each other, was noticeably courteous and manly. There seemed to be that generous spirit and dignified and respectful demeanor, which might naturally be expected to govern the conduct of young people who are thrown largely upon their honor in these matters, instead of being under rules and regulations. The whole theory of discipline in the University is admirably suited to appeal to the manliest and noblest sentiments of the young heart; and it is manifest that this appeal awakens a gratifying response, and well secures the desired end. We heard of no serious violations of reasonable authority, no flagrant instances of immorality during the year.

The visitors were glad to discover, as they believe they did, a growing interest in the study of the ancient classics. The last catalogue points in this direction. This they hail as an omen of good. They believe it will be a sorry day for the cause of solid learning and broad scholarship in our land, when, in our zeal for the modern languages and natural sciences, we suffer a material abridgment of the course of study in Latin and Greek. There is no need of rivalry between these branches for a place in the curriculum. No time need be spent in the discussion of this relative value in a thorough course of study.

There is room for all, and no highest, best culture is possible without them all. We trust the Regents and faculty will do what they can to create and foster an interest in the study of those ancient languages in which is inshrined so much of the world's best history and richest thought.

In exactly the opposite direction, another thing. We were sorry not to see a larger place given to the study of the English literature and language. Our University seems to share the neglect in this direction, which is common to most of the colleges of the country. Our students ought to know, when they graduate, at least as much of their own language as of the ancient and modern languages taught in the course. With so accomplished an English scholar as Prof. Carpenter in the faculty, cannot more be done for our noble mother tongue?

The wisdom of the state in establishing the College of Arts, is seen in the steady growth which the several departments have made, and the thorough, practical instruction which students in the special courses are evidently receiving.

In the department of mining and metallurgy, the students were seen in the laboratory with their coats off, as if they were working the thing out for themselves.

The examinations in botany, meteorology, entomology and chemistry, disclosed the fact that the students had been brought into a close intimacy with nature, and taught to challenge her to give up her secrets in response to their scrutinizing search, instead of turning, as is too common, to the text-book for information respecting the objects before them for analysis and classification. We were glad to see them following the method which has made the lamented Agassiz so justly illustrious as a teacher.

We took no small pleasure and satisfaction in what we saw of the department of civil engineering. The neatness and dispatch with which the young men put their work upon the board, the ease and accuracy with which they explained it, the beauty and perfection of their drawings, field-sketches, plotting of surveys, pencil and pen work generally, afforded grateful evidence of thorough instruction from their teacher, and painstaking effort and study on their part.

Inasmuch as the state has deemed it wise to maintain a department of military science in the University, with all needed equipments and an accomplished officer in charge, it occurred to the via-

itors that the young men would do well to place a little higher value upon an opportunity which so happily combines physical culture with training in the noble profession of arms, and to come to this exercise with somewhat more heartiness and enthusiasm than they have been wont of late to do.

How soon an emergency may arise in our country which shall call for all the military skill our able-bodied young men can command, no wisest prophet can foresee. It is unwise to throw away opportunities whose loss may be so keenly regretted.

To some of the visitors, the presence of young ladies in the same classes with the gentlemen was a novelty, and therefore incited them to a careful scrutiny into the practical working of the co-educational idea. They were especially observant on this point, that they might get light on a subject which provokes so much antagonistic discussion.

They took particular notice of the recitations of the young ladies in Latin, Greek, Logic and Mathematics, that they might see whether there was any less vigor of thought, less mental grasp, less mastery of these subjects, of which gentlemen have heretofore claimed a monopoly, and, in justice to the ladies, they must here bear testimony to the fact that no such discovery was made, but rather the discovery of their ability to prosecute the same course of study as the young men, and with equal prospect of benefit, success and honor.

We are not required to pronounce upon the wisdom or unwisdom of the co-education of the sexes, but only to speak of what we saw. We are not sorry, however, that the state of Wisconsin is aiming to settle, by actual experiment, a problem which the friends of liberal education in many other states are resolved to limit indefinitely to the field quite largely of *a priori* discussion.

We do not hesitate to express our conviction that the young ladies of our state can here obtain a thorough, varied and finished education. The Ladies' Hall, recently erected, is a model of neatness, comfort and convenience. It seems to be complete in all its appointments, and must be homelike and pleasant to the occupants.

The examination of the class in Law was pronounced by those who attended it as unrivalled in thoroughness and evident mastery of the subjects in hand. It was certainly a noble looking body of young men who received the honors of that department, and, unless their appearance belies them, they are destined to succeed in

their profession. If we mistake not, the Law department of the University of Wisconsin is already taking rank with the best law schools of the country.

If it were not out of place, we should like to advert to the admirable practical advice of which the address of Judge Doolittle, to the graduating class in law, contained, with the expression of the hope that it may be followed.

The commencement exercises were of a high order. The essays of the young ladies, and the orations of the young men, of the graduating class, the reading and delivery of which occupied two successive mornings, in thought, diction and utterance, reflected credit alike on their authors, and the able professor who is chiefly responsible for this department of work. Some of the essays were exceptionally choice and fine in thought and expression. Some of the orations gave evidence of very careful and thoughtful preparation. It was a beautiful and touching spectacle to see so large a class of young men and ladies receive the honors of the University at the hands of the new president, and in presence of an immense throng of admiring friends, in token of their fidelity and zeal in the completion of the prescribed course of study.

It would be an unpardonable omission, were no reference made to the religious status of the University.

It is well known that many of the friends of liberal education are lukewarm in their support of the University, if not opposed to it, on account of its supposed neutrality in religious matters.

It is assumed that an institution, which is undenominational, unsectarian and under the fostering care of the state instead of the church, must, of necessity, be wanting in anything like positive and helpful religious influence—must educate the head at the expense of the heart.

It is no part of our duty to discuss that question, but we are glad to be able to say in this report, that while we believe the state understands its duty towards the University in this matter, and is thoroughly impartial and unsectarian in its trust, and while the University recognizes its position as the child of the state, and is true to it, still the moral and religious sentiment of the institution is high-toned and controlling in its influence upon the students. We felt that, somehow, the place was pervaded by a Christian atmosphere which was consciously or unconsciously influencing the conduct and moulding the character of those who breathe it.

We would not disguise the fact that we deem any education defective which leaves the moral and spiritual nature uncultivated and unfed. But we feel that so long as moral philosophy and mental theology are found in the prescribed course of study, and men of noble Christian manhood and character compose the Faculty, as at present, there is very little room for serious apprehension on this point.

We shall be pardoned, if in closing, we offer a few suggestions bearing on the prosperity and success of the University in the future.

Its reputation is now, in good measure, established.

It is not likely henceforth to be affected by the vicissitudes and fluctuations to which it has been, now and then exposed, in the past.

It is conceded to be ably officered and manned.

It has a large number of pupils.

It is no longer open to the charge of being little more than a respectable high school for Madison.

It is making a power felt throughout the state.

It is known to be doing a good, thorough, solid quality of work.

It is taking the position of a leading educational force in our commonwealth.

Obviously, it cannot be growing in other directions, without a corresponding growth in its wants and necessities.

It can never do the work it aspires to do, the work it ought to do, the work the state expects it to do, without some speedily increased facilities.

When the force, the machinery and the material are all ready for work, it is always good economy to provide the needed auxiliaries and tools. The University has now reached a point where the state will find it a good investment to pursue towards it a liberal policy.

It is the judgment of your visitors that the University is doing about all the work it can do *without more money*.

Let us mention a few of the immediately pressing wants of the the institution:

1. A hall of natural sciences. This, as it seems to us, is *just now the one great desideratum* of the University. The growing demands of the College of Arts seem to render such a building *indispensable*.

There is now no suitable room for the Laboratory. It not only finds very poor accommodation in the basement of the University building, but from the nature of the work done there, is also a perpetual annoyance to those who are in the rooms above. There is, at present, no suitable room for the philosophical apparatus, or for the instruments, models, charts, etc, used in the Department of Engineering. This hall should be built with large, commodious rooms, exactly adapted to the work of instruction and illustration in physics, chemistry, engineering and mining, military science and agriculture, and be furnished with all the apparatus needed in giving the best instruction in these branches. In this noontide splendor of scientific investigation and instruction, when so much is done to popularise this kind of knowledge, the University cannot hope to compete with other institutions in this department, unless its facilities and appliances for this kind of work are greatly enlarged. The demand is imperative and ought to admit of no denial. This demand seems the more reasonable, when it is remembered that in this hall, there might be a large room suitable for a chapel, until a chapel shall be built, and then just the thing for a museum or library. The need of such a room must be patent to every one. It must be with great embarrassment and great discouragement, that the presiding officer of the University attempts the work of unifying, compacting and organizing a large body of students, so that they shall be moved and swayed by one common impulse and spirit, unless there be some room where all may be assembled, at least once a day, to hear the suggestions and catch the inspirations of the leader. President Bascom must painfully feel that, until this opportunity is granted, he can never have his forces well in hand. He must experience a conscious waste of personal influence and power. The University can be expected to have no adequate *esprit du corps*, until there is a room in which the whole body of students and the faculty can be assembled for devotional exercises in the morning, for rhetorical exercises at stated intervals, and for those occasional talks, frequent hints on discipline, deportment and practical suggestions of a miscellaneous sort, which are never so appropriately or effectively given to detachments as to the entire body of pupils.

We, therefore, deem it the duty of the regents to urge, with the utmost persuasion possible, upon the legislature, this winter, the

necessity of a liberal appropriation for the immediate erection of a hall of natural sciences.

2. One member of the board of visitors put it strongly perhaps, when he said, "I think the library of the University is a disgrace to the state." But somehow, his associates were little inclined to rebuke his audacity or differ with him. It is certainly very meagre, very inadequate. If you, gentlemen, could prevail upon the legislature to appropriate \$10,000 next winter, and an annual allowance of from \$3,000 to \$5,000 hereafter for the library, you would render the University an invaluable service. It is believed that a natural science hall and good library would do more for the University than any other improvement that could be suggested.

3. Meantime, it is preëminently desirable that, without any delay a small appropriation at least be made for the purchase of some new philosophical apparatus, new charts, models, maps, plats, etc., for the department of engineering. The expense of adding a few books of reference and enlarging somewhat the list of periodicals in all the departments of literature, art and science, would be inconsiderable to the state, while such addition of the latest, freshest thought would be a perpetual stimulus and benediction both to the professors and students. There is nothing so appetizing to student life as a few new standard books that are right down to date.

4. Some of the visitors are of the opinion that there should be a room for the preparatory department where the pupils should study under the eye of an efficient disciplinarian, and that in this department, high school work should be done.

We cannot conclude this report without a sincere expression of our confidence in the ability, efficiency, singleness of purpose and wisdom of the board of regents in their administration of the solemn trust committed to them by the state, and also of our hearty thanks to them for the consideration and courtesy which they have shown us in the discharge of duties which have thus been made a pleasure.

All of which is very respectfully submitted.

ARTHUR LITTLE,
W. C. WHITFORD,
W. H. CHANDLER,
G. F. BLACK,

JAMES MACALISTER,
A. A. SPENCER,
B. M. REYNOLDS,
R. W. HUBBELL.

June 18, 1874.

REPORT OF THE PRESIDENT.

To the Regents of the University of Wisconsin:

The duties of a State University to the education of the state, are very grave, and cannot be completely met without a close affinity and orderly interdependence of the schools of the state. If the University is to minister to the general instruction of the state, that general instruction must, in turn, minister to it; and all our educational institutions must unite in a systematic and well organized body. Any public school that does not find a place and a work in this systematic instruction, is, so far, taking strength from it, distracting attention and effort. That the University may meet to the full its important part in state education, it needs to be sustained by the knowledge, approval and warm regard of the citizens of the state; and we are desirous to do what we can to commend it to their favor, and to make it an occasion of general and just pride.

The University comes in direct contact with the instruction of the state, through the graded schools and the schools which rank with these in their work. There have entered the University in this opening term of our year forty-three graduates of graded schools, entitled by examination to free tuition. Of these, thirty-six are in our Freshman class, the whole class containing eighty-two members.

This fact is sufficient to show that the University is beginning to draw directly and strongly on the public schools for support, and is able thus, in turn, to influence and guide them in their work.

Of the remaining forty-six in our Freshman class, thirty-six have been fitted in the University itself. We are anticipating a rapid transfer of this entire work to the graded schools. That these should become, throughout the state, adequate fitting schools, is of the highest importance to us and to liberal education. We do not wish at present to raise the conditions of admittance to our Freshman classes, but we are very desirous that those who come to us from the graded schools *should be well prepared*. Here is our emphasis. The vigor, breadth and thoroughness of instruction in these schools, are matters of vital interest. We should be especially pleased if our graded schools could all of them afford a good

fit for all of our courses, classical as well as scientific. The option in education of many young men and women is restricted by their inability to secure a fit for any other than the scientific course. We wish that education, in all its branches, might stand on a fair, equal footing in our public institutions. Quite sure we are, that each branch and each course will prosper best by a free affiliation with other branches and other courses.

The wish and want which the University expresses, in its relation to the systematic education of the state, are more and better and broader graded schools, schools intermediate between merely primary and collegiate training. The health of the midway schools is essential to the health of those above and those below them.

In the University itself, we think we can justly say, that the instruction, collegiate and professional, which we offer, is good. We are desirous, however, first, to make it better on its present basis; and, later, to extend it. For the first purpose we need, on account of the multiplication of branches and of students, to enlarge our corps of professors, that each may give himself individually to a single class of duties, and that instruction in the University may, from the outset, be in the hands of experienced professors. We commend our wants in this respect to the citizens and legislature of the state. The time has come in which the work of the University, its position, and the number of its students, require that it should be in the hands of a full corps of able instructors. In reference to these instructors, we wish to know nothing but their ability to quicken, to ably and honestly guide, young men. New professorships are called for at once. First among them is a professorship of Rhetoric and Oratory, and a professorship of Natural History. The instruction in the natural sciences is well given in the University, and we are desirous that it should be sustained by equal interest in literary and philosophic training. We have no sympathy with the method which exalts one branch of knowledge at the expense of others. We wish to offer parallel and carefully cultivated lines of instruction. We have no fear that any real knowledge will fail to justify itself.

In the external conditions of education, our wants are urgent. We need an astronomical observatory, with its equipments; a chapel, and a building devoted to the natural sciences. Our instruction in astronomy is constantly restricted through our deficiencies in the means of illustration. It bears an almost wholly abstract

and theoretical form. Lacking a chapel, we lack the opportunity of assembling the students in a body, of imparting to them general incentives, of inspiring in them a common spirit, or even of making to all alike the simplest communication. We are also cut off from any common literary entertainments or rhetorical exercises among ourselves. This would not be so much to be regretted, if the majority of our students were professional students, in quite distinct departments, as it now is, when the large majority of them are collegiate and academic students, calling for compact organization, personal influence and a common discipline, with a constant concession in manners and action to the general interests.

Serious, however, as is this want, and anxious as we are that it should be met as speedily as possible, we have another want still more urgent, that of a science hall, which shall draw off from our main building, the instruction in chemistry, physics, natural history, engineering and mining. Each of these branches calls for large rooms and large accommodation by way of laboratories, work-rooms and cabinets. These it is impossible adequately to furnish in the University Hall, and the inadequate rooms that are furnished, are supplied greatly at the expense of other branches of instruction. Teachers in other departments could immediately occupy, to great advantage, our present recitation rooms. The same room, often too small for its purposes, is occupied by a series of teachers from hour to hour with much confusion, and a loss of opportunity, either to make ready for the recitation, or to tarry with the pupils after its completion. Our halls are crowded to excess at every change off, and, from our contracted laboratories, come to the whole building the disturbing odors or gasses of a chemical process. Large, well ventilated, inviting rooms for recitations, work and collections, are the pressing necessity of our very vigorous departments of natural science. The University is ready to grow at once, is ready for improvement in all the means of instruction and in scholarship. Our numbers are already in advance of our appliances. There is a flood-tide with us that will, if improved, bear us easily to a large success. Our wants are urgent, however, and cannot be postponed. We can wait to supply them in order; but the first, a science hall, stands in the way of them all, is the representative of them all, and so is sustained by the claims of them all. The University never gave more promise of a good work than now, but such a state is always one of wide awake activity and persistent demands. So

far it is critical, and calls for wise improvement. We most earnestly hope that the institution will commend itself to the Regents, to the legislature and to the state, for an immediate supply of its necessities, and that falling in with favoring tendencies, we shall ripen them into a speedy and complete success. We would rank our wants in the following order: Science Hall, Chapel, Enlarged Instruction, Astronomical Observatory; and would hope that the next three years might see them all met. So shall we possess the present and command the future.

JOHN BASCOM.

FACULTY AND INSTRUCTORS.

JOHN BASCOM, LL. D.,
President and Professor of Mental and Moral Philosophy.

JOHN W. STERLING, PH. D.,
Vice-President and Professor of Mathematics and Astronomy.

WILLIAM F. ALLEN, A. M.,
Professor of Latin and History.

STEPHEN H. CARPENTER, LL. D.,
Professor of Logic and English Literature.

ALEXANDER KERR, A. M.,
Professor of the Greek Language and Literature.

JOHN B. FEULING, PH. D.,
Professor of Modern Languages and Comparative Philology.

WILLIAM J. L. NICODEMUS, A. M., C. E.,
Professor of Military Science and Civil Engineering.

JOHN E. DAVIES, A. M., M. D.,
Professor of Natural History and Chemistry.

W. W. DANIELLS, M. S.,
Professor of Agriculture and Analytical Chemistry.

ROLAND IRVING, A. M., E. M.,
Professor of Geology, Mining and Metallurgy, and Curator of Cabinet.

HON. E. G. RYAN, LL. D.,
Chief Justice of the Supreme Court of Wisconsin.
Professor of Law.

HON. ORSAMUS COLE, LL. D.,
Associate Justice of the Supreme Court of Wisconsin.
Professor of Law.

HON. WILLIAM PENN LYON, LL. D.,
Associate Justice of the Supreme Court.
Professor of Law.

HON. P. L. SPOONER,
Dean of Law Faculty.

J. H. CARPENTER, Esq.,
Professor of Law.

WILLIAM F. VILAS, LL. B.,
Professor of Law.

R. B. ANDERSON, A. M.,
Instructor in Languages.

ROBERT HENRY BROWN, PH. B.,
Instructor in Natural History and Assistant Curator of Cabinet.

JOHN M. OLIN, A. B.,
Instructor in Rhetoric and Oratory.

JEROME HENRY SALISBURY, A. B.,
Instructor in Greek and Latin.

JOSEPH CLINTON FULLER, A. B.,
Instructor in English.

JAMES R. STEWART,
Instructor in Drawing.

MRS. D. E. CARSON,
Preceptress.

MISS LIZZIE S. SPENCER, PH. B.,
Teacher of English.

MISS S. A. CARVER,
Teacher of French and German.

MISS SUE R. EARNEST,
Teacher of Instrumental Music.

MISS HATTIE E. HUNTER,
Teacher of Vocal Music.

GENERAL INFORMATION.

The University embraces the following Colleges and Departments:

COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, Military Science.

COLLEGE OF LETTERS.

Two Departments. Ancient Classical Department, in which the course of study is equivalent to that in the best classical colleges in the country.

Modern Classical Department. French and German take the place of Greek.

SUB-FRESHMEN COURSE.

This embraces two years of preparatory study.

Ladies are admitted to all the courses of instruction in the University.

LAW SCHOOL.

Judge P. L. Spooner, Dean of the Law Faculty.

The Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and the Assaying of Ores, are believed to be the most complete in the country west of the Alleghanies.

A QUANTITATIVE LABORATORY,

Has been opened, and numerous additions have been made to the apparatus in the different Departments of Science.

LIARARIES

Are open to students, without charge, containing more than 70,000 volumes.

CURRENT EXPENSES—FREE TUITION.

Expenses are less than in other institutions of equal grade. One student from each Assembly district, and all graduates of graded schools of the state who pass the required examination, are entitled to FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.

For further information, apply to

JOHN BASCOM,
President.

THE NORMAL SCHOOLS.

REPORT OF THE PRESIDENT OF THE BOARD OF REGENTS OF NORMAL SCHOOLS.

HON. EDWARD SEARING,
Supt. of Public Instruction.

SIR: I have the honor to submit the annual report of the doings of the Board of Regents of Normal Schools, of receipts and expenditures, and of the prospect, progress and condition of the State Normal Schools for the year ending August 31, 1874.

The first meeting of the Board since my last report was held at Madison, commencing January 26, 1874; at which Edward Searing was elected Secretary for the balance of the year in place of Samuel Fallows removed from the state.

Vacancies in standing committees were filled as follows:

Executive Committee, Regent Evans in place of Gary, resigned.

Committee on Institutes, Regent Searing in place of Fallows, term expired.

Finance Committee, Regent Taylor in place of Washburn, term expired.

Teachers were elected and their salaries fixed as follows:—

Albert Salisbury, Whitewater school.....	salary	\$1,500
Herbert Copeland.....		1,500
Miss M. A. Greene.....		650
Chas. H. Nye, Platteville.....		1,000

Sundry accounts were audited, and the sum of \$3,500, was appropriated from the income fund for institute work for the year ending July 1, 1874, and the Institute Committee was instructed to make to the Board at the annual meeting, a report of its action, which shall include:

1st. The number of Institutes held to which aid has been offered, and the length of each.

2d. The number of names of persons employed to conduct or assist in conducting Institutes, and the amount paid each.

3d. The whole amount paid in carrying on Institute work.

4th. The whole number receiving instruction in Institute work during the year.

The plans and specifications for the Normal School building at River Falls, drawn and prepared by D. R. Jones, the architect employed by the board through its executive committee, were adopted, and the board adjourned to the 26th day of February, 1874, to receive and consider sealed proposals for constructing the building at River Falls.

At this adjourned meeting, Regent Weisbrod, appointed in place of Samuel P. Gary, who had resigned, and Regents Chandler and Weld, reappointed, filed their oath of office and took seats as members of the board.

The following proposals for building the Normal School building at River Falls—

James Reynolds, Milwaukee.....	\$49,798
Henry Bros., Sheboygan Falls	51,307
Drake & Rawlinson, La Crosse	52,295
John Green, Stillwater, Minn.....	53,000
C. Bohn, Winona, Minn.....	53,700
Norris & Hinkley, Monroe, Wis.....	54,343
Nelson McNeal, Madison	56,470
D. H. Wright, Madison.....	56,650
D. Stephens, Madison	56,750
W. Galloway, Sheboygan Falls.....	57,470
Rundle & Free, West Eau Claire.....	57,470
Moulton & Chase, Madison	58,000
James Livesey, Madison.....	58,150
Thomas Davenport, Madison	58,200
Bryant & Bingham, Milwaukee.....	58,355
Parker & Juneau, St. Paul.....	58,993
B. A. Kennedy, West Eau Claire.....	59,980
Davidson & Warnes, Madison	61,070
Green & Burris, St. Paul	61,745
Duncan McGregor, River Falls	65,765
Israel Graves, Hudson.....	72,450
E. P. Helter, Chicago.....	73,000
R. B. Livesey, Madison.....	76,000

Were opened and referred to a committee consisting of Regents Lyndes, Chandler and Evans, who reported that they found the proposal of James Reynolds, of Milwaukee, the lowest bid received, and recommended the awarding of the contract to him at and for the sum of \$49,798.00. The report was accompanied by resolutions, authorizing the executive committee to award to and execute contract with said Reynolds, and in case of his failure to enter into the contract and to furnish proper security, then to

award contract to next lowest bidder; which resolutions were adopted by the board.

Resolutions were passed by the board, authorizing the Executive Committee to supervise the construction of the Normal School building at River Falls, to approve or disapprove estimates of the architect for work done and materials furnished, and that warrants of the President and Secretary of the board be drawn upon the River Falls Normal School Building Fund, for the payment of estimates and other expenses as provided for in resolution.

The following appointments were made to fill vacancies in standing committees:

Regent Lynde on Executive Committee.

Regent Weisbrod on Committee on Supplies.

The President was instructed to present the matter of book rent and tuition due from Hanmer Robbins, to the Attorney General, with instructions to proceed in the matter as to him may seem advisable, which has been done, and a portion of the amount due paid into the treasury, and the balance is now in a fair way of adjustment.

At the annual meeting July 8, S. A. White, appointed Regent in place of T. D. Weeks, whose term had expired, presented his oath of office and took his place in the board.

The following Regents were elected officers of the board for the ensuing year:

William Starr—*President*.

Wm. E. Smith—*Vice President*.

Edward Searing—*Secretary*.

The President being by resolution placed at the head of the Executive Committee, the Committee on Teachers and Committee on Supplies, the standing committees for the year were announced as follows:

Executive Committee—President, Chandler White.

Com. on Finance—Lynde, Taylor, Whitford.

Com. on Teachers—President, Smith, Weld.

Com. on Institutes—Searing, Chandler, Smith.

Com. on Supplies—President, Evans, White, Weisbrod.

Com. on Course of Study, etc—Searing, Whitford, Weld.

Com. on Visitation—Evans, White, Weisbrod.

Com. on Senior Classes, etc—Chandler, Whitford, Weld.

The resignation of Prof. H. C. Bowen, as teacher of Natural Science in Oshkosh Normal School, was presented and accepted.

The salary of Miss DeLany and Miss Greene, at the Whitewater Normal School, was fixed at \$700 each.

Duncan McGregor was unanimously elected Professor of the Theory and Art of Teaching in the Normal School at Platteville, his duties and compensation to correspond with those pertaining to the similar position in the school at Oshkosh, and in accordance with the rule and order of the board in establishing such professorships.

The committee on Teachers were instructed to employ such additional teachers for the several schools as may be necessitated by the action of the board at this session.

The Committee on Institutes reported the whole amount expended for Institutes during the year ending July 10, 1874, as \$5,342.11.

The sum of \$3,500, or so much thereof as the Committee on Institutes may find necessary, was appropriated to carry on Institute work for the year ending July 1, 1875.

The board adopted the following:

Resolved, That the resident Regents be and they are hereby required to collect tuition from all students attending the several Normal Schools, except such as have fully complied with the regulations adopted by the Board of Regents for the admission of students into the Normal classes.

The President of the Board was instructed to procure suitable blank books in which an exact inventory of all the movable property, together with the cost of the same, as far as can be ascertained, shall be entered, and that hereafter all purchases or sales made of such property, shall be accurately kept—such labor to be performed under the direction of the President of the Board.

The President of the Normal School at Platteville was authorized to reorganize the Primary and Academic Departments of that school upon the general plan of the corresponding departments of the school at Oshkosh, and the Committee upon the Employment of Teachers was authorized to secure a competent teacher to carry into effect the change contemplated.

Regent Searing presented a report on Course of Study, which, after some discussion and amendment, was received and adopted as follows:

REPORT ON COURSE OF STUDY.

The Committee on Text-books and Course of Study would respectfully report that they have taken into consideration the question of changes in the course of study in the normal schools, referred to them, that they have conferred with the Presidents of the same, respecting such changes, and would unanimously recommend as follows:

That hereafter in the several normal schools in the state there shall be two courses of study, known respectively as the "*Elementary Course*," and "*Advanced Course*;" that the Elementary Course shall be two years in length, and the Advanced Course four years in length; and that the studies in the respective courses, and the maximum and minimum time allowed thereto, shall be as follows:

In the Elementary Course: Arithmetic 30 to 40 weeks; Elementary Algebra, 12 to 20 weeks; Geometry, 16 to 23 weeks; Book Keeping, 6 to 10 weeks; Reading and Orthoepy, Orthography and Word Analysis, 30 to 37 weeks; English Grammar, 28 to 39 weeks; Composition, Criticism and Rhetoric, 20 to 24 weeks; Geography, Physical Geography, 26 to 40 weeks; Physiology, 10 to 15 weeks; Botany, 10 to 13 weeks; Natural Philosophy, 12 to 17 weeks; U. S. History, Civil Government, 30 to 40 weeks; Penmanship (time undetermined); Drawing, 20 to 26 weeks; Vocal Music (time undetermined); Theory and Practice of Teaching.

In the Advanced Course the studies of the *first two* years shall be the same as those of the Elementary Course, with the addition of Latin for 20 weeks, which shall take the place of Rhetoric. In the Advanced Course the studies of the *last two* years shall be: Higher Algebra, 20 to 28 weeks; Geometry and Trigonometry, 17 to 23 weeks; Latin, 80 weeks; Rhetoric and English Literature, 10 to 28 weeks; Chemical Physics, 6 to 20 weeks; Chemistry, 12 to 23 weeks; Zoology, 6 to 12 weeks; Astronomy, 6 to 12 weeks; Geology, 12 to 17 weeks; Universal History, 12 to 23 weeks; Political Economy, 15 to 17 weeks; Mental and Moral Science, 20 to 30 weeks; Theory and Practice of Teaching.

The committee also recommended that at the close of the Elementary course there shall be a thorough review of the studies of

that course, and at the close of the Advanced Course a like review of the studies of its last two years.

The committee say that they deem it advisable to leave the details of the order of studies in each course, and the precise amount of time devoted to each study, to the presidents and faculties of the respective schools.

The committee also recommend that to the students who satisfactorily complete the Advanced Course, the regular diploma be given (provided that no such diploma shall be given unless the applicant therefor shall have attained an average standing at least as high as that usually required in the state for a first grade county certificate); and to those who satisfactorily complete the Elementary Course, a certificate be given, certifying to the fact of such completion, and signed by the president of the school, and by the president and secretary of the board; and that such certificate specify the studies of the course; also that this certificate, after one year's successful teaching in the state, may be countersigned by the State Superintendent of Public Instruction, and have the force of a five years state certificate.

The committee further recommend that any one of the Normal Schools may have the privilege of graduating a class from the Advanced Course at the next annual Commencement without the Latin required in the course recommended by the committee.

EDWARD SEARING,
W. C. WHITFORD,
A. H. WELD,

Committee on Text-books and Course of Study.

July 16, 1874.

The sum of \$1,000 was appropriated to be drawn by the President, and held by him to defray expenses and compensation of committees. Bills to be audited by the Executive Committee, and report of disbursements made to board.

The executive committee were instructed to have rooms for janitor in Platteville Normal School, fitted up at an expense not exceeding \$350.

The executive committee were instructed to have finished two rooms in the third story of the Oshkosh Normal School Building, in accordance with the plans and specifications presented, to have the Assembly room enlarged, and to have completed arrangements for water supply in the building.

The executive committee were authorized and instructed to enter into contract with Prof. Thure Kumlien, to furnish for each of the normal schools an Ornithological Cabinet, provided that the whole amount expended therefor shall not exceed \$2,000, and the amount expended in any one year shall not exceed \$500.

The following resolution, offered by Regent Weisbrod, was adopted:

Resolved, That the matter of the extension of the Whitewater Normal School building be and the same hereby is referred to the executive committee, with power to employ an architect to prepare plans, specifications and estimates for such extension, and to report at the next general or special meeting of this board for their decision.

The following resolution was adopted:

Resolved, That the executive committee be and are hereby required, at each regular meeting of this board, to submit the full record of their proceedings for approval or disapproval, and that the action of this board thereon be certified by the secretary thereof upon such record; which proceeding shall be substituted for the present practice of reporting in writing to this board by the said executive committee.

FOURTH NORMAL SCHOOL.

James Reynolds of Milwaukee, to whom the contract for building the Normal School building at River Falls was awarded, having failed to execute the contract when required, the contract was let by the executive committee to the next lowest bidder, Henry Brothers of Sheboygan Falls, and a written contract was duly entered into with them. Subsequently this contract was assigned, with the approval of the executive committee, to Messrs. Bryant & Bingham of Milwaukee, upon report of which to the board, the following resolution was adopted:

Resolved, That the board approve of the assignment of the contract, for the erection of the school building at River Falls, by the contractor, to Bryant & Bingham, and of the action of the executive committee in approving the same.

A communication from Bryant & Bingham was read, and the board, by resolution, granted their request and instructed the executive committee to pay on the estimates of Architect Jones for

materials furnished and delivered for the River Falls building, the same per cent. as upon materials and labor actually placed in the building, and according to the terms of the contract with said Bryant & Bingham; provided said Bryant & Bingham first secure proper insurance upon the materials, and also give bonds to indemnify the board for any loss that might occur by reason of this change in the original contract as to the time and manner of payment for materials.

Regent Weld offered the following, which was adopted:

Resolved, That the executive committee are hereby authorized to agree with the contractors for the Normal school building at River Falls to substitute stone for brick in the construction of window caps, and also for the pilasters, and for the arches of the front entrances; provided that the additional expense shall not exceed \$2,200.

Regent Chandler presented the report of the executive committee on heating apparatus for the Fourth Normal School. Its recommendation that the building at River Falls be warmed with hot air furnaces, and the necessary pipes and fixtures be put in as the construction proceeds, and the furnaces placed in position during the present season, was adopted.

A resolution was adopted authorizing and instructing the Executive Committee to contract for placing furnaces and the necessary fixtures in the Normal School building at River Falls, and to audit bills for the same.

The board then proceeded to elect a President of the Fourth Normal School, and all the votes cast being for W. D. Parker of Janesville, he was declared duly elected President of said school. His salary was fixed at \$2,500 per annum, to commence September 1st, 1875.

By resolution, the Secretary of the Board was requested to codify all resolutions contained in the proceedings of this board and now in force, and relating to the government and conduct of the schools, plans of study and duties of members and officers of the board and its committees, and report the same to the board at their next meeting.

The present members of the board and its officers are:

Gov. W. R. TAYLOR, *ex officio*, - - - - - Madison.
EDWARD SEARING, Sup't Public Instruction, *ex officio*, Madison.

Term ends February 1, 1875,

WM. STARR, . - - - - - Ripon.
W. C. WHITFORD, - - - - - Milton.
J. H. EVANS, - - - - - Platteville.

Term ends February 1, 1876,

C. A. WEISBROD, - - - - - Oshkosh.
WM. E. SMITH, - - - - - Milwaukee.
J. I. LYNDES, - - - - - La Crosse.

Term ends February 1, 1877,

W. H. CHANDLER, - - - - - Sun Prairie.
A. H. WELD, - - - - - River Falls.
S. A. WHITE, - - - - - Whitewater.

OFFICERS OF THE BOARD.

WM. STARR,
PRESIDENT.

WM. E. SMITH,
VICE-PRESIDENT.

EDWARD SEARING,
SECRETARY.

FERDINAND KUEHN,
TREASURER, *ex officio*.

The following are the regulations for admission to the Normal Schools:

REGULATIONS FOR ADMISSION

Adopted by the Board of Regents.

1. Each Assembly District in the state shall be entitled to six representatives in the Normal Schools, and in case vacancies exist

in the representatives to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the Superintendent of the county (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city), in which such candidate may reside, and shall be at least sixteen years of age, of sound bodily health, and good moral character. Each person so nominated, shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon the presentation of such certificate to the President of a Normal School, the candidate shall be examined, under the direction of said President, in branches required by law for a Third Grade Certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require, of good health and good moral character, and after subscribing the following declaration:

I ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools in this state.

4. No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided, that in his judgment such certificate is deserved.

The following synopsis of the condition of the several funds at the close of the fiscal year ending September 30, is compiled from the books of the Secretary of State and State Treasurer:

NORMAL SCHOOL FUND.

This fund consists in the proceeds of the sales of land set apart for the support of Normal Schools by the provisions of chapter 537, general laws of 1865.

RECEIPTS.		
Sales	\$34,397 99	.....
Dues	5,256 14	.....
Loans	11,058 00	.....
Penalties	44 80	.....
	\$50,756 93	.....
DISBURSEMENTS.		
Iowa county loan		\$50,000 00
Milwaukee water bonds purchased		20,000 00
Refunded for overpayments		511 07
	\$50,756 98	\$70,511 07
Balance September 30, 1873	41,384 14	.....
Balance September 30, 1874		21,690 00
	\$92,141 07	\$92,141 07
Amount of productive fund, Sept. 30, 1873		\$918,643 48
Decreased by payments on certificates of sale	\$5,256 14	.....
Decreased by forfeitures on certificates of sale	2,559 00	.....
Decreased by payments on loans	8,558 00	.....
Decreased by forfeitures on mortgages	1,150 00	.....
		17,523 14
		\$901,120 34
Increased by new certificates of sale	\$2,686 00	.....
Increased by Milwaukee city bonds	20,000 00	.....
Increased by Iowa county loan	50,000 00	.....
		72,686 00
Total productive fund Sept. 30, 1874		\$973,806 34

The amounts of productive funds on the 30th days of September, 1873 and 1874 respectively, were as follows:

	1873.	1874.
Amount due on certificates of sales	\$55,731 43	\$50,602 29
Amount due on mortgages	147,312 05	137,604 05
Certificates of indebtedness ..	512,600 00	512,600 00
United States bonds	48,000 00	48,000 00
Milwaukee water bonds	140,000 00	160,000 00
Town bonds ..	20,000 00	20,000 00
Iowa county loan		50,000 00
	\$918,643 48	\$973,806 34

Showing an increase during the year of \$55,162.86.

3-Supt.

NORMAL SCHOOL FUND INCOME.

The following statement exhibits the various sources from which this income was received during the past year; and the disbursements therefrom:

RECEIPTS.		
Balance in Fund October 1, 1873.....		\$54,669 35
Interest on certificates and loans.....	\$18,890 87	
Interest on certificates of indebtedness.....	85,883 00	
Tuition fees — Platteville Normal School.....	4,876 80	
Tuition fees — Whitewater Normal School.....	2,310 95	
Tuition fees — Oshkosh Normal School.....	3,703 42	
Interest on U. S. 5-20 bonds.....	2,870 25	
Interest on Milwaukee water works bonds.....	14,976 11	
Commissions on purchase of Mil. water works bd's	400 00	
Interest on loan to Madison City board of educa-		
tion	875 00	
Interest on Troy town bonds.....	280 00	
Interest on River Falls town bonds.....	700 00	
Interest on Kinnickinic town bonds.....	210 00	
Interest on Clifton town bonds.....	210 00	
		80,184 90
Total		\$134,854 25
DISBURSEMENTS.		
Platteville Normal School — salaries of teachers,		
supplies, etc	\$19,648 61	
Whitewater Normal School — salaries of teachers,		
supplies, etc	16,035 80	
Oshkosh Normal School — salaries of teachers,		
supplies, etc	17,782 40	
Expense of regents	480 56	
Institutes	4,027 83	
Expenses	2,999 65	
Refunded for overpayments.....	153 85	
	\$61,128 70	
Balance, September 30, 1874	73,725 55	
Total		\$134,854 25

RIVER FALLS NORMAL SCHOOL BUILDING FUND.

This fund consists of moneys to be used in the building of a Normal school at River Falls in accordance with the provisions of chapter 151, general laws of 1869, relating to normal schools.

DISBURSEMENTS.		
E. A. Henry, contractor		\$2,847 08
D. R. Jones, architect.....		1,000 00
Bryant & Bingham, contractors.....		12,251 15
Madison Democrat, advertising		13 00
H. A. Taylor & Co..... do.		13 60
Balance, September 30, 1873	\$25,000 00	\$15,624 88
Balance, September 30, 1874		9,375 17
	\$25,000 00	\$25,000 00

For receipts from various sources, and summary of expenditures, reference is made to the foregoing table of Normal School Fund Income.

STATEMENT OF EXPENDITURES.

A classified statement of expenditures is herewith submitted:

Total amount expended for Institutes.....	\$5,092 59
Amount of Regents' expenses.....	480 56
On salary of Secretary of Board Regents Normal Schools.....	225 00
Amount expended for Oshkosh Normal School	3,764 47
Amount expended for Platteville .....do.....	6,492 02
Amount expended for Whitewater .....do.....	2,558 70
Amount expended for River Falls Normal School Building.....	10,815 02
Amount paid for salaries of teachers and janitor in Platteville Normal School	11,280 00
Amount paid for salaries of teachers and janitor in Whitewater Normal School	11,480 00
Amount paid for salaries of teachers and janitor in Oshkosh Normal School	11,835 00
Amount paid on insurance Normal School buildings.....	2,145 00
Miscellaneous expenditures.....	2,666 10
Total.....	<u>\$68,834 46</u>

APPARATUS, CABINETS, LIBRARIES.

The apparatus, cabinet and library of each school is being steadily replenished, and no effort is spared to train every pupil in our normal schools to such methods and habits of observation as shall lead them to seek with intelligent eagerness in the laboratory, the cabinet and the library for assistance to unfold and understand the practical lessons of nature's everyday teachings.

MODEL SCHOOLS.

Our model or training schools, indispensable as schools of practice and observation for the young teachers, are being steadily raised to such a standard of excellence, as to compel praise and patronage, even with their comparatively high rates of tuition, in competition with the best public and private schools in the state.

If the time would speedily come, when we might have in all our primary schools such teachers as the best now in our "training schools," how many *men* and *women* might be developed from these nurseries of the republic, now so choked with "*sticks*"—teachers not having the "root of the matter" in them.

SUMMARY.

On the whole, the work and progress of the year has been highly encouraging. The Fourth Normal School, at River Falls, will be ready to take its place in the work during the coming year, and thus increased facilities given to the teachers in the northwestern portion of our state, and we shall be enabled to still more efficiently organize and administer the institute work, which is growing in importance and interest every year.

For the last nine years, steadily and surely has the work of organizing the Normal Schools been advanced. With such men as Sholes and Craig, men who fell with their harness on, battling ever against ignorance and incompetence—fell but to rise again in glorified remembrance for "the good that men do lives after them,"—with all other co-laborers in the board, men tried and true; men ready in a self-sacrificing spirit to work manfully in any position assigned them, meriting the highest success by the zealous earnestness of their efforts, with no pride of opinion to bar a single ray of true light from their pathway; with such co-workers, it has been a labor of love to strive for a noble object. Opposition, criticism, and that inert negative aid, *tolerance*, which so many pride themselves on extending to all efforts for bettering the condition of our common schools, have only inspired increased activities, and made plainer the obstacles to be removed or overcome, and to-day Wisconsin stands on high vantage ground, in proud position among her sister states, in the vitally important work of securing better methods and worthier teachers in her public schools. May her motto be still "*Forward.*"

ACCOMPANYING REPORTS.

Your careful attention is invited to the reports of Presidents Charlton, Arey and Albee for detailed information as to each school, its individual trials, achievements and aims as a separate school, and as part of the whole plan, and for their views of practical questions pertaining to organization and administration.

Respectfully submitted,

WILLIAM STARR,

President of Board of Regents of Normal Schools. J

REPORTS OF PRESIDENTS OF NORMAL SCHOOLS.

PLATTEVILLE NORMAL SCHOOL.

To the Hon. WILLIAM STARR,

President of the Board of Regents of Normal Schools:

DEAR SIR: It again becomes my duty to submit to you my annual report of the State Normal School at Platteville.

In reviewing the work of the past four years, during which time I have been connected with this school, I find much that is gratifying, not only in the substantial progress that has been made in scholarship, but also in the various improvements that have been made. The enlargement of the building and the additions to the library, cabinet, apparatus and furniture, give greatly increased facilities for performing the appropriate work of the school.

I am well aware, however, that while much has been accomplished, much more remains to be done. There are still defects and imperfections in our work which it will require time and patient effort to overcome. It may not be difficult to form an ideal of what a Normal School should be, but is not so easy to realize that ideal. To say nothing of his own imperfections, the teacher can work only with such material as is placed in his hands, and the length of time that he shall have that material, is not under his control. Hence his work may be imperfect through no fault of his own.

It is also well understood by every intelligent person who has given attention to the subject, that the system of Normal Schools in this country is by no means perfected. Something, doubtless, has been learned from experience and much by studying the systems of other and older countries, but much remains to be accomplished before we can have in America, a system of normal Schools based upon sound philosophical principles, suited to the genius of our institutions and perfectly adapted to our educational needs,

The following statement of attendance for the year ending June 25, 1874, is copied from the annual catalogue:

NORMAL DEPARTMENT.

Ladies	112
Gentlemen.	83
Total.....	— 195

Classified as follows:

Senior Class	10
Middle Class	47
Junior Class.....	138
Total as above	— 195

PREPARATORY AND ACADEMIC DEPARTMENT.

Ladies.....	84
Gentlemen.....	109
Total.....	— 193

PRIMARY DEPARTMENT..... 79

Whole number enrolled 487

During the entire year, the students were generally faithful in their work and correct in their deportment. The moral tone of the school was good, and no serious cases of discipline arose. The year seemed to me one of the most profitable, as it was the most pleasant, of my connection with the school.

The Senior Class was examined in the various studies of the course, during the last five weeks of the summer term. The results of this examination (which was in writing), were submitted to the committee of the Board of Regents, Messrs. Chandler, Whitford and Weld, who also examined the class orally, and in accordance with the recommendation of the President of the school, admitted the following persons to the honors of graduation:

Names.	Post Office.	County.
Lewis Edward Cooley.....	Platteville.....	Grant.
Will W. Girton	Sandusky	Sauk
James Oettiker	Belmont	LaFayette.
John Marion Quick	Georgetown	Grant.
Sarah C. Bass.....	Platteville.....	Grant.
Maude Hunter Goodfellow.....	Platteville.....	Grant.
Edith E. Goodrich	Platteville.....	Grant.
Minnie E. Henderson.....	Patch Grove.....	Grant.
Ernestine R. Stevens	Mifflin	Iowa.
Phebe E. Trowbridge.....	Platteville.....	Grant.

The exercises of the Anniversary week were conducted according to the following

PROGRAMME:

Sermon by Rev. W. C. Whitford, Sunday evening, June 21st.
 Examinations, Monday, Tuesday and Wednesday A. M., June 22d, 23d, 24th.
 Closing Exercises of Primary Department, Tuesday, June 23d, 2 o'clock P. M.
 Address by Hon. Edward Searing, Tuesday evening, June 23d.
 Closing Exercises of Academic Department, Wednesday, June 24th, 9 o'clock, A. M.
 Class Day Exercises, Wednesday, P. M., June 24th.
 Sixth Annual Commencement, Thursday, June 25th, 9½ o'clock, A. M.
 Meeting of the Alumni Association, Thursday evening, June 25th.

It would be interesting to know the exact amount of teaching done by those who have been members of the school. I regret to say that so many of our former students fail to make their reports, that our statistics are somewhat incomplete. Careful inquiry made in January last, showed that of 550 Normal students enrolled up to that date, about 400 had taught subsequent to their enrollment, and of those who had not taught, several were still pursuing their studies in the school. Of the 195 Normal students enrolled last year, upwards of 80 taught during some part of the year or are now engaged in teaching, and nearly 50 have been constantly attending school, and have consequently had no opportunity to teach. Of the remainder, some are attending to domestic duties, some have left the state, and of many I have no definite information.

The graduates of the school now number seventy-nine. They are employed as follows:

	Gentlemen.	Ladies.	Total.
Teaching in Wisconsin.....	26	19	45
Teaching in other states.....	1	5	6
Students in higher institutions.....	4	1	5
Clergyman.....	1	.....	1
Lawyers and Law Students.....	7	.....	7
Merchant.....	1	.....	1
U. S. Mail Agent.....	1	.....	1
Farmers.....	2	.....	2
Proprietor marble works.....	1	.....	1
Married and left the profession.....	.....	2	2
Not teaching at present.....	.....	7	7
Deceased.....	1	.....	1
Total.....	45	34	79

Five of the graduates have left the profession within the last year. Of these,

One has taught three years.
Two have taught two years.
One has taught one year.
One has taught six months.

Several of those reported as "not teaching at present," will, doubtless, resume the teacher's work at an early day.

Seven members of the last graduating class are now teaching; one gentleman has entered Cornell University; and one lady having assumed the responsibilities of domestic life, may fairly be set down as having "left the profession."

The present condition of the school is, in most respects, encouraging. The recent changes in the course of study and in the organization, are proving advantageous. The new elementary course of two years will encourage many of our common school teachers to prepare themselves more thoroughly for their duties, while the advanced course of four years cannot fail to promote higher culture. The additional time required gives opportunity for increased thoroughness in the studies pursued, as well as for an enlarged *curriculum*, while it will not materially diminish the number of graduates.

The Normal School should by no means attempt to usurp the place of the university, or to do the work appropriately belonging to it, but if its course of study be so arranged as to prepare students for the university, many will be encouraged to pursue a more extended course than the school can give. I am aware that the preparation of teachers for the public schools of the state is our first duty, but I do not think the encouragement of higher education can prove detrimental to our common schools. I would therefore, respectfully recommend that the study of Greek be made elective during the last two years of the advanced course, omitting some of the branches that are less needed for admission to the classical department of the university.

The "School for Practice" is now organized in three departments, the Primary, the Intermediate, and the Academic and Preparatory, all carefully graded and well supplied with the means for doing their appropriate work. The appointment of Professor McGregor to the department of theory and practice of Teaching, gives

opportunity for a more careful supervision of our pupil teachers than has hitherto been possible.

Some changes have recently been made in the faculty of the school. Prof. McGregor having been transferred from the department of Mathematics to that of Theory and Practice, Mr. D. E. Gardner, of Neenah, was appointed Professor of Mathematics and teacher of vocal music; Miss Jennie P. Cooke, also of Neenah, was engaged as assistant in the Academic and Preparatory department, and Miss Mary Brayman, formerly of the State Normal School at Whitewater, was appointed Principal of the new Primary department. These teachers have all entered upon their duties with that enlightened zeal which gives promise of the highest success. In this connection, I gladly bear testimony to the faithful services and hearty co-operation of all my associate teachers in the school. Thanks are also due to Regent Evans, to whose watchful care the school is indebted for much of its prosperity.

The following items from our circular may be of some general interest :

FACULTY.

EDWIN A. CHARLTON, A. M.,
President, and Professor of Mental and Moral Science.

DUNCAN MCGREGOR, A. M.,
Professor of Theory and Practice of Teaching, and Conductor of Institutes, 1st District.

D. GRAY PURMAN, A. M.,
Professor of English Language and Literature.

GEORGE BECK, M. S.,
Professor of Natural Sciences.

D. E. GARDNER,
Professor of Mathematics and Vocal Music.

CAROLYN E. ADAMS, PH. B.,
Teacher of Geography and History.

SCHOOL FOR PRACTICE.

CHARLES H. NYE,
Principal of Academic and Preparatory Department.

JENNIE P. COOKE,
Assistant in Preparatory and Academic Department.

EMELINE CURTIS,
Principal of Intermediate Department.

MARY BRAYMAN,
Principal of Primary Department.

CALENDAR, 1875.

WINTER TERM, 12 weeks. From Tuesday, January 5th, to Friday, March 26.

Vacation, one week.

SPRING TERM, 12 weeks. From Tuesday, April 6th, to Thursday, June 24th.

CLASS DAY, Wednesday, June 23d.

GRADUATING EXERCISES, Thursday, June 24th.

MEETING OF ALUMNI ASSOCIATION, Thursday evening, June 24th.

Vacation, ten weeks.

FALL TERM, 16 weeks. From Tuesday, September 7th, to Friday, December 24th.

Vacation, two weeks.

COURSES OF STUDY.

By recent action of the Board of Regents, two Courses of Study have been adopted: viz.

I. An Elementary Course of two years.

II, An Advanced Course of four years, (including the two years of the Elementary Course.)

Students who complete the Elementary Course, will receive a certificate of graduation therein; signed by the President and Secretary of the Board of Regents, and by the President of the school. Those who complete the full course will receive a Diploma from the Board of Regents in testimony of scholarship and ability to teach.

The following table gives a summary view of both courses:

ELEMENTARY COURSE.

<i>First Year.</i>			<i>Second Year.</i>		
FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.	FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.
Practical Arithmetic.	Practical Arithmetic.	Elementary Algebra.	Elementary Geometry.	Higher Arithmetic.	Reviews.
Grammar.	Grammar.	Composition.		Rhetoric.	Reviews.
Geography.	Geography.	Physical Geography.	Physiology.	Natural Philosophy.	Botany.
			U. S. His- tory.	Constitution U. S.	Constitution Wisconsin.

Reading and Spelling, Word Analysis, Vocal Music, Drawing, Penmanship, Book Keeping, Theory and Practice of Teaching.

ADVANCED COURSE.

<i>Third Year.</i>			<i>Fourth Year.</i>		
FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.	FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.
Higher Algebra.	Higher Algebra.	Geometry.	Chemistry.	Trigonometry and Surveying.	
Latin.	Latin.	Latin.	Latin.	Latin.	Latin.
Natural Philosophy.	Natural Philosophy.	Zoology.	Criticism.	Astronomy.	Geology.
Political Economy.	General History.	Mental and Moral Philosophy.		English Literature.	

Educational History, School Laws of Wisconsin, Methods of Teaching and Practice in Model School.

NOTE.—Those who take the Advanced Course, will begin the study of Latin at the middle of the Second year.

In conclusion, I beg leave to tender to you and to your associates in the Board of Regents, my unfeigned thanks for your unvarying kindness and hearty support during the past four years, and to assure you that it will be my earnest endeavor to merit your approval in time to come.

With great respect,

I remain your obedient servant,

EDWIN A. CHARLTON.

WHITEWATER NORMAL SCHOOL.

Hon. WILLAM STARR,

President of Board of Regents of Normal Schools:

I respectfully present the following statement of the conduct of the State Normal School at Whitewater, during the year closing June 18, 1874.

STATISTICS.

The whole number of students in attendance was three hundred and fifty-six; two hundred and thirty of these were normal students, and one hundred and twenty-two were in the training department. This number more than filled the working capacity of the institution, while others applied for admission, but were refused for want of accommodation. A class of fifteen graduated from the three years' course, making the whole number of graduates fifty-one.

Of the undergraduates, seventy-eight have taken charge of district schools, making the whole number of teachers furnished from this institution during the past year, NINETY-THREE.

GRADUATES OF 1874.

This class consisted of ten ladies and five gentlemen, all of whom, on the opening of the public schools in September, accepted positions as teachers. The following list will give their names and places of employment:

<i>Names.</i>	<i>Where teaching.</i>
James M. Allen,	- Randolph.
Ellie R. Adams,	- La Crosse.
Ira M. Buell,	- Whitewater.
Maria Bivins,	- Milwaukee.
Garry E. Culver,	- Whitewater.
Clemence H. Cole,	- Darien.
Anna A. Collins,	- Milwaukee.
Mary Kneeland,	- La Crosse.
Stephen B. Lewis,	- Clinton Junction.
Margaret Lyons,	- La Crosse.
Fanny L. Mather,	- Beaver Dam.
Jannet E. Stewart,	- Menominee.
Herbert E. Wood,	- Lyons.
Ruth E. Wales,	- La Crosse.
Sarah A. Week,	- Milwaukee.

CHARACTER OF THE STUDENTS.

With rarely any exception, all who applied seemed to have a thorough appreciation of the responsibility of the work for which they came to prepare. Many entered the institution who came, relying upon themselves for the slender means which were to support them during their efforts of preparation. When these limited resources were exhausted such students returned to the district school and labored with honest zeal to instruct those under their charge, and to procure the means to return for another month or two, a term, or perhaps a year. Frequently sickness or other unforeseen trials would arrest the progress of the student until six years had been spent on the work which, if means and health had been granted, would have been accomplished in three. These self-denials, though retarding the work of the student and the school, in the ultimate result secure for them a riper scholarship and a richer experience; for the institution, better representatives of its ideas, and for the state, instructors with broader views.

Intellectually, many present themselves with very crude knowledge, even in the most elementary ideas, notwithstanding they may have taught a number of years, and, perhaps, according to their own criterion, successfully. Three of four out of the number who have entered the institution have had a systematic training in the subject of geography. Many have entered who could solve the examples in an ordinary practical arithmetic, but with few exceptions, they are found to possess no proper understanding of the principles which these examples illustrate.

Many of the candidates manifest great indifference to the subject of grammar, having frequently become disgusted with their efforts to teach it in the district schools. A proper handling of the subject, however, beginning at first principles, has proved successful in removing this apathy.

On other elementary subjects similar conditions have been found to exist in a majority of those who offered themselves for admission to the institution.

Underlying these defects one redeeming trait, with rare exceptions, has always presented itself — an earnest, honest spirit in a sound body, controlled by a healthy moral nature. The moral character has always been above reproach; and on this, the work of instruction, both practical and theoretical, is commenced. Advancement is produced in the student on clear convictions of the conscience of each, which awakens the individuality of all, and develops in them a thorough respect for their chosen work.

FACULTY.

At the close of the year, Dr. H. H. Greenman resigned his position as instructor of vocal music. His term of service was of marked value to the school and its faculty, and students parted from him with regret.

Mr. G. E. Culver, a graduate of the institution, was appointed to fill the vacancy.

The Faculty now consists of the following members:

OLIVER AREY, A. M., PRESIDENT,
Professor of Mental and Moral Philosophy and Pedagogics.

S. S. ROCKWOOD, A. M.,
Professor of Mathematics.

ALBERT SALISBURY, A. M.,
Professor of History and Conductor of Institutes.

H. E. COPELAND, Ph. B.,
Professor of Natural Science.

MRS. H. E. G. AREY, A. M.,
Teacher of Rhetoric, English Literature and Drawing.

MISS C. H. LILY,
Teacher of English Grammar and Latin.

MISS M. DELANY,
Teacher of Geography, U. S. History and Civil Government.

MISS ANNIE M. GREENE,
Principal and Critic in Academic Department.

MISS S. E. ELDREDGE,
Principal and Critic in Primary Department.

GARRY E. CULVER,
Teacher of Vocal Music, Penmanship and Gymnastics.

MISS VIRGINIA DEICHMAN,
Teacher of Instrumental Music.

COURSES OF STUDY.

At the annual meeting of the Board of Regents for Normal Schools a change was made in the courses of study in the institutions under their charge. Instead of one course of three years, two were provided that the wants of the state might be more efficiently met. The first of these courses, the Elementary, requires two years of study—the second, the Advanced Course, four.

Elementary Course.—This course is designed to prepare teachers for work in the district schools, and is addressed largely to the powers of intuition, observation and memory. A graduate from this course will receive a five years' certificate, which, when it has been countersigned after a year successful teaching, will exempt the holder during the period named from examination for the district schools of the state in the branches covered by this course.

Advanced Course.—This course for the first two years is the same as the Elementary, with the exception that Latin is substituted one term for Rhetoric. The remaining two years are devoted to those studies which will prepare students both theoretically and practically to take charge of the graded and high schools of the state.

A graduate from this course will receive a diploma which, after one year's successful teaching, will be countersigned by the State Superintendent. The diploma, when, countersigned, will exempt the holders from examination as instructors in the common schools of the state, unless cancelled by state authority for unworthy conduct.

Academic Class.—Preparatory to these courses an academic class will be formed for the accommodation of those students who are not sufficiently advanced to enter at once on the normal course. Students in this class will be charged a tuition of 50 cents a week,

while they remain under academic instruction. Monthly examinations will be held in this class the same as in the other classes of the school, when all those who are sufficiently advanced will be promoted to the normal course if they are candidates for the teacher's office.

SCHEDULE OF STUDY.

ELEMENTARY COURSE.	<i>First Year.</i>	FIRST TERM.	10 weeks.	Arithmetic.	Geography.	Grammar.	Orthoepy.
			10 weeks.	Arithmetic.	Geography. Descriptive and Physical.	Grammar.	U. S. History.
		SECOND TERM.	10 weeks.	Elementary Algebra.	Physiology.	Civil Government.	Reading.
			10 weeks.	Elementary Algebra.	Physiology.	Theory and Practice.	Chemical Primer.
	<i>Second Year.</i>	FIRST TERM.	10 weeks.	Geometry.	Book-Keeping.	Rhetoric or Latin.	Drawing.
			10 weeks.	Geometry and Review.	Natural Philosophy.	Rhetoric or Latin.	Drawing.
		SECOND TERM.	10 weeks.	Universal History.	REVIEWS. Grammar. Geography and Physiology.	REVIEWS. Arithmetic and Natural Philosophy.	Practice in Training School.
			10 weeks.	Universal History.	Botany.	REVIEWS. Algebra. History, Civil Government.	Practice in Training School.

ADVANCED COURSE.	<i>Junior.</i>	FIRST TERM.	10 weeks.	University Algebra.	Latin.	Rhetoric.	Drawing.
			10 weeks.	University Algebra.	Latin.	English Literature.	Drawing.
		SECOND TERM.	10 weeks.	Geometry.	Latin.	Chemical Physics.	Training Scho'l Practice.
			10 weeks.	Trigonometry.	Latin.	Chemistry.	Training Scho'l Practice.
	<i>Senior.</i>	FIRST TERM.	10 weeks.	Geology.	Latin.	Political Economy.	Training Scho'l Practice.
			10 weeks.	Zoology.	Latin.	Mental Science.	REVIEWS. Algebra and Geometry.
		SECOND TERM.	10 weeks.	Astronomy.	Latin.	Mental Science.	REVIEWS. Arithmetic and Grammar.
			10 weeks.	Moral Science.	Latin.	Pedagogics.	

Penmanship, Vocal Music, Discussions, Lectures and Gymnastics through the course.

DEPARTMENT OF NATURAL SCIENCE.

During the year substantial additions have been made to this department, chiefly of a marine character. Fine specimens of corals, sponges, molluscs, gorgons, etc., have been secured, together with many typical specimens of life from Penekese Island and its vicinity. For these last named specimens the school is indebted to the untiring labors of Prof. Copeland.

TRANSFER OF STUDENTS.

Occasions not unfrequently occur when it becomes necessary to transfer students from the privileges of one school to those of another. When such action becomes necessary, it is evident some uniform custom should prevail as regards the conditions on which the transfer should be made. It should be clearly defined whether the student shall pass directly from the care of one school, with or without credentials, to that of another; or whether he should return to his district and secure a new appointment with which to

present himself for admission to the school he may wish to attend. These considerations appear, to me, to demand attention. I would therefore suggest, that the harmony of the schools may be conserved and personal misunderstandings avoided, that the board take such action in these premises as the interest of the institutions under its charge shall warrant.

EXPULSION OF STUDENTS.

No regulation exists bearing either upon suspension or expulsion, and perhaps to the present time no necessity has called for action in this direction, but the Normal schools are in a process of development involving the interests of school systems as well as individuals, which fact demands that some action be taken on these subjects. There is little doubt but the faculty of each institution will exercise judicious care in such cases, yet instances may occur when supervision by the board will be necessary. As the matter now stands, the student has no redress for possible injustice, nor the instructors any well defined ground of action in instances in which the welfare of more than one school is involved. If an understanding between the board and the several faculties of the schools could be had which should tend towards unity and similarity of action on these points, it would give weight to any necessary effort to secure the public school system against unworthy teachers. The occasions for such action are, happily, very infrequent.

MEMBERS OF THE BOARD.

The school has been visited frequently by members of the board, who have on all occasions taken a deep interest in the welfare of the institution. No opportunity to render it more efficient has been passed over without due consideration, and taking such action as the interest of the school appeared to demand. Of the Regents who have visited the Institution, may be named Messrs. Starr, Chandler, Weeks, White, Whitford, Weld, Evans, Smith and the Superintendent of Public Instruction.

BOARD OF STATE EXAMINERS.

The board of examiners appointed by the Superintendent of Public Instruction, consisting of Professors Alexander Kerr, of the State University, S. R. Winchell, of Milwaukee High School, and H. A. Hobart, Supt. schools of Winnebago county, visited the

school and examined its plan of work. Their report will appear in its appropriate place. The manner in which they discharged their duties met the hearty approbation of the faculty and students.

Respectfully submitted,

OLIVER AREY.

OSHKOSH NORMAL SCHOOL.

HON. WM. STARR,

President Board of Regents of Normal Schools:

DEAR SIR:—This third annual report of the Oshkosh Normal School is submitted for your consideration.

NORMAL DEPARTMENT.

Enrolled for year ending June 17, 1874.

TERMS.	En-rolled.	Average Membership	Average Attendance
<i>Fall Term (17 weeks)—</i>			
Ladies	126	108.8	103.9
Gentlemen	60	40.6	37.9
Total	186	149.4	141.1
<i>Winter Term (10 weeks)—</i>			
Ladies	108	103.1	98.1
Gentlemen	44	42.5	41.7
Total	152	145.6	139.8
<i>Spring Term (13 weeks)—</i>			
Ladies	105	90.1	84.0
Gentlemen	75	68.2	66.0
Total	180	158.3	150.0
<i>Year 1873-'74—</i>			
Ladies	166	101.4	95.5
Gentlemen	102	49.6	48.0
Total	268	151.0	143.5

Number different pupils enrolled during last three years..... 475

Number pupils enrolled during years 1871-'72..... 158

.....do.....do.....do..... 1872-'73..... 224

.....do.....do.....do..... 1873-'74..... 268

.....do.....do.....during Fall Term 1874-'75..... 268

AVERAGE MEMBERSHIP OF CLASSES.

	<i>Terms.</i>
"Third Year" Class, 11 pupils.....	7.40
"Second Year" Class, 45 pupils	5.15
"First Year" Class, 115 pupils.....	2.57
"Preparatory" Class, 97 pupils.....	1.80
Total average	<u>2.74</u>

NUMBER TEACHING.

215 of the total enrollment are known to have taught since leaving school.

100 pupils, enrolled during 1873-'74, taught during the year; 83 are teaching at the present time.

Thirty-six counties of Wisconsin were represented in the school during the year.

MODEL SCHOOL.

	Girls.	Boys.	Total.
Grammar Department.....	76	51	127
Intermediate Department.....	25	26	51
Primary Department.....	42	29	71

Twenty-seven pupils of Grammar Department were from other counties than Winnebago.

By an inspection of the foregoing tables, you will observe that there is a great disproportion between the *enrollment* and average *membership* during the fall and spring terms, which results from the great number who leave during those terms to engage in teaching.

While this is a serious impediment to satisfactory classification and habits of application in study, still the term of teaching is no small compensation for the lack of school privilege. The truth or method, but dimly apprehended as pupil, becomes real and definite when seen in the light of his teaching experience. The narrow interpretation of the task takes a broader and deeper character when he has striven to impress it upon others; and many a nature, hitherto sluggish or careless in moral perceptions, has been stirred to earnest reflection regarding the springs of human action, when made responsible for the right and wrong in a school of two score children. When these young teachers return to the Normal, it is with clearer views, more earnest purposes and more definite aims, that they take up the work of preparation for wider usefulness. This actual encounter with the real obstacles and difficulties of our work, affords

a test of fitness from which there is no appeal; and thus, by a process of "natural selection," those not intended for the teacher's work learn the lesson while yet there is time to win success in other avocations.

As a result of this conviction that advanced culture is more advantageously gained after experience has shown its need, and prepared the mind to grasp its principles, every member of the "third year" class, and seven-ninths of those in the second year's work have taught one or more terms since enrollment, or had gained a long experience previously.

PRACTICE WORK.

Preparatory to independent management of schools, the practice work of the Normal has been more fully developed than in previous years.

Students of the first year, after a course of thirty lectures upon the art of teaching, devote a portion of each day during the winter term, under specific direction, to observation of class work and school management in the different departments. Their record of observations and conclusions is submitted to the president for inspection and advice.

During the last term of the first year's work, the students are required to conduct class exercises, in the various elementary branches, in the presence of their classmates and the president. At the close of each exercise, its merits and imperfections are pointed out by classmates and president. This work, together with lectures upon specific methods of teaching the several branches, is preparatory to continuous class teaching in the second year, when each student takes charge of one or more classes in the Model School departments during, at least, half a term. The work in each department is so arranged that the teachers of the respective departments devote their entire attention to the student class-work during those hours, and at the daily meeting of the students, a teacher in each department inspects each student's plan of work, and gives suggestions and directions based upon their observation of class-work. A record of each student's excellencies and defects as a teacher is made by each critic teacher, and kept on file.

To test the student's ability to deal with older minds and advanced thought, the recitations in the advanced branches are conducted once a week by a member of the class.

COURSES OF STUDY.
ELEMENTARY COURSE.

<i>Preparatory Class.</i>		<i>First Year.</i>			<i>Second Year.</i>		
	ONE OR MORE TERMS.	FALL TERM. 17 weeks.	WINTER TERM. 10 weeks.	SPRING TERM. 13 weeks.	FALL TERM 17 weeks.	WINTER TERM. 10 weeks.	SPRING TERM. 13 weeks.
MATHEMATICS	Arithmetic.	Arithmetic.	Book-keeping.		Elementary Algebra.	Geometry.	Geometry, Arithmetic.
LANGUAGE.....	Reading.	Phonics, 9 weeks.	Reading.	Grammar.	Sentential Analysis.	Analytical Reading.	
NATURAL SCIENCE.....	Geography.	Geography 8 w'ks Outline Maps.	Geography.	Botany.	Natural Philosophy.	Physiology.	Physical Geography.
HISTORY	Grammar.	U. S. History.	Civil Government.	Civil Government.		Drawing.	
GENERAL DRILLS.....	Spelling, Penmanship.	Spelling 8 weeks, Vocal Mus. 8 wks, Penmanship 9 wk	Word Analysis. Vocal Music.	Drawing, Vocal Music, 8 weeks.	Composition.	Reviews.	Reviews.
PROFESSIONAL TRAIN'G		Art of Teaching. (Institute Lec- tures.)		Lectures, School Management.	Class Work in Training School, Reports and Conference Class, weekly.		

ADVANCED COURSE.

Junior Year.

FALL TERM. 18 Weeks.	WINTER TERM. 10 Weeks.	SPRING TERM. 13 Weeks.
Geometry and Trigonometry.	Higher Algebra.	Higher Algebra.
General History.	General History.	Rhetoric.
Zoology.	Astronomy.	Latin.
Latin.	Latin.	
	Lectures: School Systems. School Laws of Wisconsin.	

Senior Year.

FALL TERM.	WINTER TERM.	SPRING TERM.
Political Economy.	Mental Science.	Mental Science.
English Literature.	Chemistry and Geology.	Geology.
Chemistry.	Latin.	Latin.
Latin.	Lectures: History of Education.	Reviews.

The above outline of the *academic* work of the school is prepared in accordance with the recent action of the board of Regents, which prescribes two courses of study.

The arrangement of an elementary course of study proves, as was expected, a strong incentive to a higher culture, with a large majority of our students. Many letters are received from former

pupils, inquiring whether it is really true that by a few terms more work, a certificate can be obtained. While there may be a difference of opinion among thoughtful men, whether a high culture, in its true or accepted sense, is desirable for teachers of every grade of school, there can be no dispute regarding the need of better scholarship and better knowledge of the work, on the part of our teachers. Normal students may be classed first as those intending to teach but a few years, and second those proposing to make it the principal work of life. The latter class is composed of some fitting for work in primary or other grades of work below the High school; and others who aim to fill the highest positions in the public schools of the state, either as instructors or managers of school systems. Experience shows that by far the larger number enrolled belong to the first mentioned class. Experience also proves that, at least during the earlier years of his work, the teacher emphasizes what was emphasized by his teacher, and deems of little moment what his instructors failed to make prominent in his tuition. Thus the work of imitative natures, and of those who do not engage in teaching long enough to learn lessons from their own mistakes and short-comings, is mainly traditional.

We have, then, only to learn what should be taught in the common schools of the State, and the mode and degree of thoroughness of that instruction, in order to determine the *first* duty of a Normal School.

If the needs and reflection of generations have rendered it quite certain that good instruction in those branches termed "elementary" or "common school," is the first requisite in the life of the child, whether it be in preparation for immediate duties of life, or as a basis for advanced school culture, then teachers trained in a Normal School ought to be fitted to do *this* work, at least, well, else we fail in our duty of preparing teachers for the service demanded.

Not one in twenty of the pupils enrolled in this school has a reasonably thorough knowledge of the elementary branches. Nor do we think these are exceptions to the average scholarship in the State. Many of these applicants have pursued quite extended courses of study in "higher" branches, yet almost invariably claim "*rustiness*" at the close of an examination upon "third grade" branches.

In view of these facts, the above elementary course has been framed for a somewhat extended work in the common school

branches. This is done with the firm conviction that, given a mind but little cultivated, a slender purse, and time limited to a few months, a year or two, the teacher is best prepared for his work by *direct* rather than indirect culture; by learning to handle the instruments of his future labors instead of others remotely related to them. While fully aware that a broader culture, and, especially, a more intimate realization of the life problem, which he is to aid his pupil to solve, is most desirable in every teacher, is it certain that breadth is not too often sought at the expense of depth and sure foundation?

Every youth, whether in a brief or extended course, is obliged to select certain sciences and branches, whose study and investigation may give the information, discipline and culture most needed in his life work. If undecided as to what that work is to be, he chooses, or has marked out for him, a general course, such as shall not leave him wholly unprepared for the work to come, even though some lack is certain. If, on the other hand, an early decision has made another's purpose definite, would it be the part of wisdom to carefully tread in the tracks of his undecided brother?

A ship with breadth of beam equal to its length of keel, may be symmetrical in the abstract; but the element in which it is to move, and the service it has to perform, have predetermined the lines of its keel, and it is useful or useless according as the builder observes or disregards the composition of forces and the laws of resistance. So the teacher will be successful in such degree as his preparation conforms to the nature of his work.

Fortunately, the work of the profession is so broad in its requirements, that a Normal School, doing its legitimate business, is not subject to the criticism, often made upon professional or technical schools, that the culture is "narrow."

The degree of culture gained in any and every school, varies with the capacity, industry and mental habits of the students as well as with the time devoted to study.

The great impediment to the best results in normal work, is not that its field is contracted, but all too extensive for the time spent. And the more earnestly a school endeavors to make sure of the pupil's culture from the rudiments, instead of accepting his brief examination upon the rudiments as conclusive, and "asking no

questions for conscience' sake," the more it finds its labors pressing beyond the limits of time assigned.

The extension of time required for the complete course has been received with hearty welcome by every student who is striving to make his work one of preparation for future duties and not for a passport.

All feel that a culture commensurate with responsibilities is due to the profession and the public. But while the time has been increased, the required attainments in additional branches have kept pace; and an inspection of the outline of study will discover but little diminution of term toil. Too great a diversity of study is attempted in each year's work, where more is attempted than a rehearsal of memorized text. Time is needed for comparison of facts learned, and the tracing and establishing of relations, if we would cultivate thought. The farmer who estimates his yield in proportion to the growth of straw, has not learned his business. It has become a truism among thoughtful men, that teachers, pupils and patrons do far too often estimate the returns of school work by a similar standard; and not until tested upon life's threshing floor is the "shrinkage" seen.

It is the aim of this school to so adjust the proportions of mental work that perception, reflection, judgment and reason shall do their full part in the work with memory, their long suffering and much abused brother; yet so insufficient is the time that the best results of effort are rarely obtained.

If it be the duty of Normal Schools to fit teachers to do their duty in the highest as well as lowest public schools, a riper scholarship obtained, not by multiplying studies, but by more time spent in investigation and thought, is justly required of our graduates.

TEACHERS.

The following is the list of instructors employed in this school for the current year:

GEORGE S. ALBEE,
President;

Mental and Social Science, and School Management.

ROBERT GRAHAM,
Music, Reading and Conductor of Institutes.

WILLIAM A. KELLERMAN,
Natural Sciences.

Miss ANNA W. MOODY,
History and Rhetoric.

MISS MARY H. LADD,
Mathematics and Latin.

MISS MARTHA E. HAZARD,
Music, Drawing and Calliethenics.

MRS. HELEN E. BATEMAN,
Reading, Grammar and Composition.

MISS ROSE C. SWART,
Geo:graphy and Penmanship.

MODEL SCHOOL.

ROBERT GRAHAM,
Director.

MISS MARIA S. HILL,
Teacher Grammar Department.

MISS FRANCES S. ALBEE,
Teacher Intermediate Department.

MISS MARTHA KIDDER,
Teacher Primary Department.

After two years of faithful and efficient service, Prof. H. C. Bowen deemed it a duty to add to his present high attainments by a course of study in his chosen field, at the Universities of Germany. The influence of his accurate scholarship and noble character was felt by every pupil. His teaching, never borrowing the display of the mountebank, was a clear inculcation of truth. His example as a man was worthy of his teaching.

Through the liberality of the board, several changes have been made in the Normal building, which add greatly to the efficiency of our work. The assembly room has been enlarged to a capacity for 200 pupils, and the increased space fully occupied during the present term. The heating and ventilation has been remodeled, and leaves, in this respect, little chance for improvement. The natural history cabinet and reading room are nearly finished, and will be in use during the coming term.

The experience of the past year, both in the school and in results of work done by pupils abroad, while it has deepened some convictions, has enabled us to adapt the work more nearly to present needs. With the hope that the lessons taught by each year's errors and successes may work together for the cause of good education in our State, I remain,

Respectfully yours,

G. S. ALBEE.

OSHKOSH, Wis., Dec. 7, 1874.

REPORTS OF EXAMINING COMMITTEES.

PLATTEVILLE NORMAL SCHOOL.

To the Hon. EDWARD SEARING,
State Superintendent of Public Instruction:

Your committee appointed to visit the Platteville Normal School, beg to submit the following report:

The two of the members whose names are adhibited, and who are alone responsible for this report, together visited Platteville and spent two or three days in the school during the month of December; and again spent three or four days at the close of the scholastic year in June. The other member, Prof. D. E. Gardiner, made his visit in the spring.

Assuming that the chief object of education is to induce and assure just methods and habits of thought, and that the purpose of the state in its liberal endowment of our Normal schools was to produce teachers possessing such characteristics, teachers trained to habits of accurate observation and sound induction—endowed with such zeal and power as to enable them to impress the like characteristics upon the schools throughout the state to which they might be called, we have sought in the short time which we could devote to the work, to ascertain how far such results are secured at the Platteville Normal school, and beg here to acknowledge the readiness with which the president and faculty afforded us every facility for making the necessary investigations.

We were gratified to find in some of the recitations, and in some of the examination papers which we inspected, evidences of ready and accurate scholarship, doubtless the result of a mastery by the students, of the principles involved, and believe that the benefit to the state from the subsequent labors of such students, will amply repay the state for the expense incurred in providing them the ad-

vantages of Normal training. But justice to the interests of education, to the state and to the school itself, requires us to say, that in our judgment the school is not in all respects, what the oldest Normal institution in the state ought to be. We could not hide from ourselves the fact that in certain branches there was a looseness of thought, a resting in the repetition of words merely, in the absence of a knowledge of the subject, and a consequent lack of enthusiasm, greatly to be deplored in any school, but altogether foreign to our idea of a Normal school, in which we expect to find on the part of the students in every department, whether primary or otherwise, correct concepts, corresponding precision of expression, and the intellectual exhilaration which the possession of such power confers.

The primary department (model school) is entitled to our special commendation, not only for the work accomplished in the pupils, but for the opportunity it affords the Normal students to learn the happiest methods of dealing with this most important branch of our school system, and we are glad to know that the students avail themselves of this opportunity.

The academic department appears in a most anomalous condition. The greater part of the year it is crowded to overflowing with scholars admitted it seems without any examination, without any regard to grade or fitness, and composed of such crude and incongruous material, as, with the present force employed, to defy classification or efficient instruction. This department seems to be a source of weakness instead of strength to the institution and, if not decidedly detrimental to the surrounding district schools, at least of questionable advantage to them.

Being convinced that our Normal Schools are an absolute necessity to the success of our system of education, we rejoice in every evidence that we observe of their efficiency and deplore anything that tends to bring them into disrepute. To secure their hold upon the mind of the intelligence of the state, the teachers they send out must stand pre-eminent in the mastery of the fundamental branches of learning, the peers of any of their age in general knowledge, and above all such masters in the art of teaching, that others, not having had such advantages, may learn of them, and who again in their turn, may instruct others and send them out well equipped for the work of teaching.

In order to do this we deem two things are necessary; first, that

an extension of the time for completing the course be made; and second, that a higher degree of attainment be demanded in order to admission to the Normal course.

The condition of the buildings and apparatus was excellent, and in every way suited to the requirements of the school; and the utmost harmony seemed to prevail among the faculty and between the faculty and the students.

Respectfully submitted,

ALEX. F. NORTH,
O. J. TAYLOR,
Committee.

WHITEWATER NORMAL SCHOOL.

To Hon. EDWARD SEARING,
State Superintendent of Public Instruction:

The committee appointed to visit the Whitewater Normal School would respectfully submit the following Report for the year ending August 31, 1874.

The several members of the committee, in the course of their correspondence and personal interviews, had planned to visit the school together at least twice during the year; but conflicting engagements and the constant pressure of somewhat exacting duties rendered the plan impracticable. The statements and conclusions embodied in this brief report have been, for the most part, suggested by observations made when on March 30 and 31, all the members of the committee were present at the school.

The tendency in our American system of education, if indeed such a combination of educational forces can be called a system, is to disregard the relation which our schools sustain to each other,, and consequently, to misdirect and waste our energies. This fact has been so apparent of late years that it has called forth earnest protests from governors of states, presidents of colleges, editors of leading newspapers and from thinking men in less conspicuous stations. Your committee are agreed in the conviction that our state institutions of higher grade should be leaders in educational comity, should foster the principle of co-operation, should recognize the ad-

vantages of the division of labor and should shape their courses of study with reference to each other, and with a view to securing, without loss of time and waste of labor, the best education for the greatest number. Your committee, believing that such were some of the duties which the normal schools owed themselves and to the young men and women of Wisconsin, were gratified to find the Faculty of the Whitewater Normal School sharing the convictions of men who deprecate the lack of unity in our school system. Your committee further believing friendly criticism to be more effective for good than indiscriminate praise, venture the suggestion that the curriculum of the Whitewater Normal School covers a field too large to be successfully cultivated, by the present teaching force. This remark applies particularly the Department of Natural Science. Prof. Copeland is a capable and earnest teacher; but his energies are wasted by attempting to discourse upon more sciences than any one man can successfully manage. Would it not be wiser to teach a few of these sciences more thoroughly and exhaustively and secure popular lectures upon others of them, with a view to awakening an interest in scientific studies to be pursued in after years and perhaps in other institutions? This slight change would permit such pupils as take the longer course, to give the four successive years to the study of Latin and thus gain mental discipline and culture which would be of inestimable value to them in their future work.

Very few men of liberal education will deny that there is an intimate relation between a thorough knowledge of the generic principles of language and the successful study of science and philosophy. Your committee believe such knowledge of the laws of speech to be essential to the highest success in teaching; for without the culture which results from this knowledge it is a difficult task for the teacher to make a recitation interesting, or to present a subject in such a manner as to awaken enthusiasm in his class. The power to wake up the minds of his pupils, to teach the habit of independent thinking and, of chaste and vigorous expression, is what every teacher covets. This power is, in part, an endowment of nature; but it is capable of indefinite development. Now the testimony of the great scholars in Europe and America, warrants the statement that the study of some inflected language like the Latin, pursued in a rational method for a term of years, is the best means for cultivating the rare gift of clear and forcible expression

And now, sir, your committee would respectfully petition the Regents to consider the propriety of so far modifying the course of study as to give the students four years' training in Latin. We sincerely believe that should this slight change be made, the interests of science would suffer no detriment, and the teaching power of the Normal graduates would be increased.

The Whitewater Normal School is too well known in Wisconsin as a power to promote accurate scholarship and sound morality, to need a word of commendation from us. Even a careless visitor could not fail to observe that the members of the faculty give President Arey their cordial support, and that the students thoroughly believe in him. Given these two conditions in a well equipped institution of learning and success will be pretty certain to reward the honest and faithful efforts of its teachers.

Your committee were very favorably impressed with the earnest and loyal spirit, which pervaded the school, and with the almost perfect order which was secured without severity or friction. After visiting nearly every class, we found the instruction, as was to be expected, somewhat unequal in quality. But none of it was poor and much was excellent. We may mention without fear of seeming invidious, the great value to the senior class and indirectly to the whole school of President Arey's lectures, on ethics and pedagogics. These subjects could not be omitted from the course without injury to the school. Presented, as they are by President Arey, with clearness and power, they must serve to develop two things essential to a teacher, an educated conscience and the ability to organize a school.

Respectfully submitted.

ALEXANDER KERR,
S. R. WINCHELL,
H. A. HOBART,

Committee.

OSHKOSH NORMAL SCHOOL.

Hon. EDWARD SEARING,
Superintendent Public Instruction.

The committee appointed by your predecessor to visit the Oshkosh Normal School, would respectfully report that they have visited the school, though not in a body. One of the committee made two visits, another one, and the third member not any, his business in term time being such as to render it impossible for him to do so. Herein we set forth the result of our observations:

This school was organized September 1, 1871, with forty-three pupils in the normal department, and thirty-six in the preparatory. During the past year, 268 pupils have been enrolled in the normal department, 117 in the grammar, 51 in the intermediate, and 71 in the primary. The total enrollment in the normal department since the organization of the school in 1871, is 475. The whole number in the other departments has not been enumerated. Thirty-six counties have been represented in the school, and six states. The average attendance of the pupils enrolled the past year has been as follows: Third year students, 7.4 terms; second year students, 5.15 terms; first year students, 2.27 terms. Preparatory students (examined twice a year for promotion) 1, 3 terms. The number of students enrolled since the organization of the school, who have been known to teach, is two hundred and fifteen. Of the number enrolled during the past year, sixty-nine have been known to teach some portion of the year.

From these facts we can form some idea of the usefulness of the school. One can determine, therefrom, to some extent, whether the school is local in its influence. His opinion could be still more strengthened, if he knew where these pupils had been engaged in teaching. The school exerts its influence where the pupils teach. They have generally taught, no doubt, in their own counties, and, if so, the general influence of the school is by no means local.

Your committee found the general order and mechanical arrangements of the school excellent. We are aware that many people regard the *machinery* of a school, as they call it, as a matter of

trifling moment and a waste of time; whereas, it is a very important part of school discipline and a sure means of economizing time. A large portion of a child's education consists in acquiring self-control and self-application to the task before him, and in training the will. Refraining from communication, applying himself diligently to what he has to do, and controlling his mental powers upon the subject in hand, are necessary parts of a child's school work. These habits he must acquire. The training to secure these habits is a part of the pupil's moral education. People are apt to forget this. In young persons the will is not yet educated, self-control is not yet acquired, and hence they must be subject to the will and control of others. All the means adopted to secure these habits of self-control and to educate the will, we call school discipline, and the peculiar excellence of this discipline is its precision, even in the minutest details. Willing and prompt obedience to every requirement must be insisted on and secured, not because it is the will of the teacher, nor because it will give the teacher pleasure, but because it is the *law* of the place, and children and youth should be trained to a prompt obedience to *law*. Herein will consist the excellence of a school, that it trains its pupils to an obedience of law, and hence makes them good citizens. Your committee are of the opinion that the discipline of the Oshkosh school is such as to bring about in very large measure the true intent of school discipline. One of the great defects in our common schools is a lack of good discipline, and hence the importance that those who are being trained to teach in them be trained according to a perfect model.

It is the opinion of your committee that the interests of this school require the services of another male teacher, and that a first-class teacher. There should be in all our normal schools a due proportion of male and female teachers, and we would say of our normal schools in general, that we are unable to see why there should be so much difference between the salaries of the Presidents and the salaries of the other male teachers. We would not have the salaries of the Presidents less, but the salaries of the others more. These schools are training schools, and the men employed in them, should possess scholarship, ability and experience, that should command a respectable salary—as good at least as these qualifications command outside of the normal school.

In reference to the instruction in the Oshkosh school, your com-

mittee has no special criticism to make other than might be made in regard to the instruction in all our normal schools. The aim and the consequent methods of instruction in a normal school, differ widely from the aim and the methods in other schools

The Normal is a professional school. Its aim is professional, nothing else. Not so with the college and the high school. Their work is that of instruction and discipline, with no professional end whatever. Therefore the methods of study and daily preparation will differ. In the normal class the pupil is to engage in the recitation, not simply to acquire disciplinary knowledge, but to know how to *impart* knowledge, and solely with reference to the profession upon which he proposes to enter. He is a teacher, not a pupil. He is not seeking knowledge and mental discipline, but professional skill. He must not lose sight of this all-important fact. It must control his life and enter into the hidden springs of his conduct in the school. He must remember that he is a teacher, preparing himself day by day to discharge the high functions of a teacher, to impart instruction, to influence character, to guide the young, to stimulate them to faithful effort, to do his share, however humble, in advancing the civilization of the age, and in building up the waste places of the earth. He is, therefore, to prepare his exercises, invent his diagrams, schedules, schemes, illustrations and explanations as if he were a teacher preparing to meet his classes; and he must also recite as if he were a teacher, giving instruction to the class of which he is a member. He is in a professional school and is learning how to teach. To this view of the case the conductor of the class must hold the mind of the pupil constantly, and the very moment his mind wanders from this view, that moment he fails to do the distinctive work of a normal pupil. He is then a mere high school pupil. The question is not now whether this curriculum of work and study is beneficial to the pupil as a man, but whether it is beneficial professionally. He is to be criticised, questioned, checked, encouraged and trained in reference to his statements of fact, the arrangement and the expression of his thoughts, and the presentation of his points, not as a pupil acquiring knowledge in the branches under discussion, but as one learning the principles and the secrets of that high calling to which he proposes to devote the business of his life; and his teacher is not only a critic upon his work, his plans, his methods and his modes of study, training him in the philosophy and the art of teaching, but a

living illustration of the power of exhaustive knowledge with which he deals, and how to impart instruction and influence character.

If the above is the true statement of the case, we may candidly submit the question, whether our normal schools possess, in a complete degree, a professional character. Are the exercises conducted in the manner indicated? Do the pupils engage in the work of the place as if they were all absorbed with this professional view of the work? We think not. But remember we have given a theoretical view of the case. The practical view is different. The very idea of a normal school presupposes that the disciplinary work of the normal pupil is, so to speak, ended, and that he now enters on his professional training. If his intellectual advancement is not such as to enable him to do the work as above indicated, the ideal normal school is no place for him, he must remain in the disciplinary school awhile longer. But the pupils that do enter our normal schools, have not finished their disciplinary education. In many cases it is hardly begun. The pupils come from rural districts, where they have had very poor advantages of education — nothing beyond the common school. They have no well defined knowledge, no power of expression, no power of reflection, and no good habits of study. Their intentions, their purposes and their ambition are exemplary and worthy of all commendation. These pupils constitute nearly all the material that presents itself at the normal schools, and they are at the same time the teachers of our common schools.

Shall we reject these pupils and shut up our Normal Schools, or shall we receive them and give them the disciplinary instruction they so much need, and, with it, such didactic and professional training as time and circumstances will allow? They cannot possibly engage in the Normal School exercises according to the theoretical views presented herein, inasmuch as it is impossible for them to acquire knowledge, assimilate it, and at the same time reproduce it in compact, logical order, with the authority of one who is master of the subject upon which he discourses. These pupils must be taught how to study, how to prepare their work, how to submit to authority and control, in order that they may the better command, and how to express themselves in clear, terse and concise language. Here is the difficulty that confronts the normal teachers, combining a disciplinary and a professional school. *The task is more difficult than many seem to think. No matter what men say, the work in our Normal Schools, for a long time to come,*

will and must be academic, and we only claim that such academic work shall be first-class and a model of excellence. So far as we were able to judge, during our limited stay, the teachers in the Oshkosh Normal School are working earnestly to discharge the duties of their high calling. Your committee was not only satisfied with the work done in the classes, but very much pleased.

In making our observations on this school, the question arose in the minds of your committee, whether the time has not nearly arrived when our normal schools should be organized into distinct departments of study, each department being under the general charge of a Professor. This Professor should have all necessary assistants to teach the different sections and classes of the department. Thus there should be, for instance, a Professor of Mathematics, who shall have charge of all mathematical work. There should be a Professor of Science, who shall supervise all scientific and geographical studies. There might be a Professor of Language and other Professors. Your committee believe such organization would increase the efficiency of the schools. The president of a normal school, unless he has a private secretary, as he should have, cannot attend to all the business details of the school, to the extensive correspondence and his own classes, if he has any, and at the same time supervise all the class-work as it should be done.

It still further occurs to your committee that the number of students in the normal department should be limited, not exceeding two hundred or two hundred and fifty; and we think the number in the several classes should also be limited. Where classes are large, the teacher fails to come into close personal contact with the pupils as he should. We also hope that the time is not far distant when the examination for admission to a normal school will be competitive.

There are other points which might receive attention, and the points already made might be more fully discussed, but too much space has already been occupied.

We have watched with interest the progress of our normal schools since the organization of the first in 1866, and we congratulate the people of Wisconsin that they have met with such marked success. They are sending out into all parts of the state a body of earnest teachers, and are thereby adding to the accumulating glory of our common school system.

From all the observations we can make, Oshkosh is not behind

in earnestness, in fidelity, and in the excellence of her discipline and instruction.

The schools, under all the circumstances, have done all that could be expected, and have far exceeded the expectations of many. The Board of Regents that have them in charge, and the normal teachers, are entitled to the gratitude of all for the fidelity and the wisdom with which they have discharged their sacred trust.

LA CROSSE, Wis., Aug. 31, 1874.

B. M. REYNOLDS,
A. J. HUTTON,
Committee.

REPORTS OF UNIVERSITIES AND COLLEGES.

UNIVERSITY OF WISCONSIN.

*Annual Report of the President of the University of Wisconsin
for the year ending September 30, 1874.*

1. Corporate name of the institution, "The University of Wisconsin."
2. Name of the place where the institution is located, Madison.
3. Year when the institution was founded, incorporated July, 26, 1848.
4. Names of members of the Faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salary.
John Bascom, Prest	Philosophy	\$3,500
J. W. Sterling, Vice Prest.	Mathematics	2,200
Wm. F. Allen	Latin and History	2,000
S. H. Carpenter	Logic and English Literature	2,000
Alex. Kerr	Greek	2,000
J. B. Feuling	German and French	2,000
W. J. L. Nicodemus	Military Science and Engineering	2,000
John E. Davies	Physics and Astronomy	2,000
W. W. Daniells	Chemistry	2,000
R. D. Irving	Geology, Mining and Metallurgy	2,000
R. B. Anderson	Latin	1,200
John M. Olin	Rhetoric and Oratory	1,000
R. H. Brown	Natural History	700
J. C. Fuller	Mathematics	600
J. H. Salisbury	Greek	600
Mrs. D. E. Carson	Preceptress	1,000
Miss Lizzie S. Spencer	Mathematics	700
Miss S. A. Carver	German	600
Miss H. Hunter	Vocal Music, Tuition and	100
Miss Sue R. Earnest	Instrumental Music	Tui'n
J. R. Stewart	Drawing and Reading	600
Law Faculty . . . . .	. . . . .	2,000

	Male.	Fem	also
5. Total number who have graduated	298	56	
6. Number who graduated at last commencement	48	14	
7. Number of students in the senior class	26	8	
8. Number of students in the junior class	37	19	
9. Number of students in the sophomore class	52	20	
10. Number of students in the freshman class	58	24	
11. Number of students not in the regular classes	17	14	
12. Number of students in the preparatory department	71	26	

13. Number of acres of land owned by institution	
14. Estimated cash value of land owned by the institution.....	
15. Estimated cash value of buildings owned by the institution. \$165,839 47	
16. Amount of endowments and funds, except real estate.....	441,829 11
17. Amount of income for the current year from all sources, except tuition.....	52,903 09
18. Amount received for tuition and room rent during the current year	8,716 70
19. Rates of tuition in collegiate department per annum, not including board	18 00
20. Rates of tuition in preparatory department per annum, not including board.....	18 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending Sept. 30, 1874	53,068 91

JOHN BASCOM,
President of the University.

BELOIT COLLEGE.

ANNUAL REPORT of the President of the Board of Trustees of Beloit College, for the year ending August 31, 1874.

1. Corporate name of the institution, The Board of Trustees of Beloit College.
2. Name of the place where the institution is located, Beloit, Rock Co.
3. Year when the institution was founded, 1847.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salaries.
Aaron L. Chapin, D. D., Pres...	History and Civil Polity	\$1,800
Rev. J. Emerson, M. A., Prof...	Greek.	1,500
Rev. Wm. Porter, M. A., Prof...	Latin	1,500
James J. Blaisdell, D. D., Prof.	Mental and Moral Philosophy.....	1,500
James H. Eaton, Ph. D., Prof..	Chemistry and Mineralogy	1,500
Rev. H. M. Whitney, M. A., Prof.	Rhetoric and English Literature....	1,500
Peter Hendrickson, M. A., Prof.	Modern Languages	1,500
Th's C. Chamberlin, M. A., Prof.	Geology, Zoology and Botany	1,000
Ira W. Pettibone, M. A., Prof..	Prin. of Preparatory School.....	1,500
Thomas D. Christie, M. A., Prof.	Assistants of Preparatory School....	1,000

The duties of the vacant chair of mathematics have been distributed among the other instructors.

	Male.	Female.
5. Total number who have graduated	210	.....
6. Number who graduated at last commencement.....	9	.....
7. Number of students in the Senior class	9	.....
8. Number of students in the Junior class	5	.....
9. Number of students in the Sophomore class	15	.....
10. Number of students in the Freshman class	23	.....
11. Number of students not in the regular classes .....		.....
12. Number of students in the Preparatory department.....	114	.....

13. Number of acres of	{ Site..... 20 } land owned by lands in Wisconsin, 601 } the institution 1,648 lands in other states, 1,027 }	
14. Estimated cash value of land owned by the institution....		\$34,500 00
15. Estimated cash value of buildings owned by the institut'n.		55,500 00
16. Amount of endowments and funds except real estate		120,007 65
17. Amount of income for the current year from all sources except tuition.....		12,081 45
18. Amount received for tuition during the current year		4,131 06
19. Rates of tuition in collegiate department per annum, not including board		36 00
20. Rates of tuition in preparatory department per annum, not including board		26 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874.....		17,926 63

A. L. CHAPIN,
Pres. Board of Trustees.

CARROLL COLLEGE.

ANNUAL REPORT of the President of the Board of Trustees of Carroll College for the year ending August 31, 1874.

1. Corporate name of the institution, Carrol College.
2. Name of the place where the institution is located, Waukesha, Wis.
3. Year when the institution was founded, 1846.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries
W. L. Rankin, A. M	Principal.....	\$1,200
Geo. W. Howard	Assistant.....	800
H. J. Morrison.....	Assistant.....	
Miss M. E. Alderkin	Primary Class.....	

	Male.	Female.
5. Total number who have graduated.....	.....	.....
6. Number who graduated at last commencement.....	.....	.....
7. Number of students in the — class.....	.....	.....
8. Number of students in the — class .....	.....	.....
9. Number of students in the — class .....	.....	.....
10. Number of students in the — class .....	.....	.....
11. Number of students not in the Regular class .....	.....	.....
12. Number of students in the Preparatory Department.....	83	68
13. Number of acres of land owned by the institution		14
14. Estimated cash value of land owned by the institution.....		\$5,000
15. Estimated cash value of buildings owned by the institution.....		10,000
16. Amount of endowments and funds except real estate.....		.....
17. Amount of income for the current year from all sources except tuition.....		1,000

18. Amount received for tuition during the current year.....	1,860
19. Rates of tuition in academical department per annum, not including board.....	
20. Rates of tuition in preparatory department per annum, not including board.....	24 to \$32
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874.....	2,300

VERNON TICHENOR,
President of the Board of Trustees.

LAWRENCE UNIVERSITY.

*Annual Report of the President of the Board of Trustees of
Lawrence University for the year ending August 31, 1874.*

1. Corporate name of the institution, The Lawrence University of Wisconsin.
2. Name of the place where the institution is located, Appleton.
3. Year when the institution was founded, 1847.
4. Names of members of the faculty, with their respective salaries;

NAME.	Departments of Instruction.	Salaries
Rev. Geo. M. Steele, D. D., Pres.	Clafin Professor of Ethics and Civil Polity.....	\$1,500
Hiram A. Jones, A. M.....	Prof. Ancient Languages and Literature.....	1,000
James C. Foye, A. M.....	Prof. of Chemistry and Physics.....	1,000
Wilbur F. Yocum, A. M.....	Prof. of Natural History and Geology, and Principal of the Institute.	1,000
James H. Worman, A. M.....	Non-resident Professor of Modern History and Languages ..	1,000
Oliver P. DeLand.....	Principal of Commercial School....	1,000
DeForest M. Hyde, C. E.....	Professor of Mathematics and Civil Engineering.....	800
Louise M. Hodgkins.....	Preceptress and Instructor in French and History.....	700
Harriet A. Conant, M. S.....	Instructor in Latin and Higher Eng.	600
Helen F. Smith.....	Director of the Juvenile Department	600
Selina A. Clark.....	Instructor in Drawing and Painting.....	
T. Martin Towne.....	Director of the Conservat'y of Music.....	
Eva H. Farlin.....	Assistant in Preparatory Department.....	

	Male.	Female.
5. Total number who have graduated.....	109	51
6. Number who graduated at last commencement.....	8	2
7. Number of students in the Senior Class.....	9	4
8. Number of students in the Junior Class.....	5	6
9. Number of students in the Sophomore Class.....	11	7
10. Number of students in the Freshman Class.....	15	13
11. Number of students not in the regular classes.....	9	6
12. Number of students in Preparatory and Academical Department.....	127	90

13. Number of acres of land owned by the institution, about....	1,200 00
14. Estimated cash value of land owned by the institution.....	\$24,000 00
15. Estimated cash value of buildings owned by the institution....	35,000 00
16. Amount of endowments and funds except real estate.....	105,000 00
17. Amount of income for the current year from all sources except tuition.....	5,008 00
18. Amount received for tuition during the current year.....	4,880 00
19. Rates of tuition in collegiate department, not including board	21 00
20. Rates of tuition in preparatory department per annum, not including board ..	15 to 21 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874	<u>10,200 11</u>

G. M. STEELE,

President of the Board of Trustees.

MILTON COLLEGE.

Annual Report of the President of the Board of Trustees of Milton College, for the year ending August 31, 1874.

1. Corporate name of the institution Milton College.
2. Name of the place where the institution is located, Milton.
3. Year when the institution was founded, as an Academy, 1844; and as a College, 1867.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salaries.
Rev. W. C. Whitford, A. M.	Natural, Mental and Moral Sciences.	\$1,000 00
Edward Searing, A. M.....	Latin Language	1,000 00
Albert Whitford, A. M.....	Pure and Applied Mathematics	1,000 00
Truman W. Saunders, A.B.	German and Greek Languages.....	700 00
Lucius Heritage	Tutor in Latin Language	180 00
Miss Jane C. Bond, L. A....	English Department	425 00
Mrs. Chloe C. Whitford ...	Mathematics.....	304 55
Miss R. Mintie Howard ...	Instrumental Music.....	350 00
Fred. C. Dunn	Bookkeeping	90 00
W. C. King	Penmanship	90 00
E. R. McCracken	Telegraphing	300 00

	Male.	Female.	Total.
5. Total number who have graduated.....	50	55	105
6. Number who graduated at last commencement.....	8	5	13
7. Number of students in the Senior Class.....	7	1	8
8. Number of students in the Junior Class	4	3	7
9. Number of students in the Sophomore Class.....	18	10	28
10. Number of students in the Freshman Class	23	15	37
11. Number of students not in the Regular Classes.....			
12. Number of students in the Preparatory Department ..	<u>100</u>	<u>50</u>	<u>150</u>

13. Number of acres of land owned by the institution 178

14. Estimated cash value of land owned by the institution ..	\$3,900 00
15. Estimated cash value of buildings owned by the institution	30,550 00
16. Amount of endowments and funds except real estate....	6,000 00
17. Cabinets apparatus, Libraries and Furniture	5,375 00
18. Amount of income for the current year from all sources except tuition.....	385 00
19. Amount received for tuition during the current year.....	3,425 00
20. Rates of tuition in collegiate per annum, not including board	27,00 to \$33,00
21. Rates of tuition in preparatory department per annum, not including board	24,00 to 27,00
22. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874	4,440 73

W. C. WHITFORD,
President of the Board of Trustees.

RACINE COLLEGE.

Annual Report of the President of Racine College, for the year ending August 31, 1874.

1. Corporate name of the institution, Racine College.
2. Name of the place where the institution is located, Racine.
3. Year when the institution was founded, 1852.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salary.
Rev. James DeKoven, D. D....	President.....	\$2,300
Rev. E. B. Spalding, A. M.	History, and Vice President	1,800
Rev. Homer Wheeler, B. D.	Mathematics.....	1,800
Rev. Alex. Falk, Ph. D.....	Greek	1,800
Rev. R. G. Hinsdale, A. M.	Natural Science.....	1,800
Rev. J. J. Elmendorf, S. T. D....	Philosophy and Belles Lettres	1,800
Rev. J. H. Converse, A. M.....	Latin.....	1,800
Rev. F. S. Luther, A. M.....	.....	1,200
Rev. Arthur Piper, B. D.....	.....	1,200
Watson B. Hall, A. M.	Rector and Masters of the Grammar School.	1,200
George S. Meade, A. M.		1,200
S. Moore Hudson, A. M.		850
Rev. J. G. McMurphay, B. D....		850
Geral R. McDowell, A. B.....		850

	Male.	Female.
5. Total number who have graduated.....	81	....
8. Number who graduated at last commencement.....	13	....
7. Number of students in the senior class	10	....
8. Number of students in the junior class	9	....
9. Number of students in the sophomore class.....	13	....
10. Number of students in the freshman class.....	15	....
11. Number of students not in the regular classes.....	....	....

12. Number of students in the preparatory department, about 150 in attendance during the year.	
13. Number of acres of land owned by the institution.....	90
14. Estimated cash value of land owned by the institution.....	\$18,000
15. Estimated cash value of buildings owned by the institution...	110,000
16. Amount of endowments and funds, except real estate, about...	26,000
17. Amount of income for the current year from all sources except tuition.....	
18. Amount received for tuition, and board during the current year	66,587 41
19. Rates of tuition in collegiate department per annum, including board.....	\$412
20. Rates of tuition in preparatory department per annum, including board.....	412
21. Amount paid on account of expenses of the institution, exclusive of buildings and repairs, during the year ending August 31, 1874.....	

JAMES DEKOVEN,
President of the Board of Trustees.

RIPON COLLEGE.

Annual Report of the President of the Board of Trustees of Ripon College for the year ending August 31, 1874.

1. Corporate name of the institution, Ripon College.
2. Name of the place where the institution is located, Ripon. Fond du Lac county.
3. Year when the institution was founded,
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salary.
Rev. Wm. E. Merriman, D. D..	Mental and Moral Science	\$1,200
Rev. E. H. Merrell, A. M.....	Greek Language and Literature	1,000
Joseph M. Geery, A. M.....	Rhetoric and English Literature....	1,000
John C. Filmore, A. M.....	Music and German	
Carlos A. Kevaston, A. M.....	Mathematics and Astronomy	1,000
Rev. John P. Haire, A. M.....	Latin Language and Literature	900
Wm. G. Ballantine. A. M.....	Chemistry and Natural Science.	900
Mrs. C. T. Tracy	Matron and Instructor in Botany ..	550
Miss L. H. Adams, A. M.....	Assistant in Greek.....	550
Mrs. M. B. Norton	Principal of Ladies' Department and Instructor in History	700

	Male.	Female.
5. Total number who have graduated	32	23
6. Number who graduated at last commencement.....	4	3
7. Number of students in the senior class	4	4
8. Number of students in the junior class	10	5
9. Number of students in the sophomore class	5	3
10. Number of students in the freshman class	19	5
11. Number of students not in the regular classes.....	6	44
12. Number of students in the preparatory department	112	107

13. Number of acres of land owned by the institution	410
14. Estimated cash value of land owned by the institution	\$12,000 00
15. Estimated cash value of buildings owned by the institution	50,000 00
16. Amount of endowments and funds except real estate	46,600 00
17. Amount of income for the current year from all sources except tuition	14,880 48
18. Amount received for tuition during the current year	8,388 94
19. Rates of tuition in collegiate department per annum, not including board	24 00
20. Rates of tuition in preparatory department per annum, not including board	21 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874	16,240 80

WM. E. MERRIMAN,
President of the Board of Trustees.
 By E. HALL.

WAYLAND UNIVERSITY.

Annual Report of the President of the Board of Trustees of Wayland University, for the year ending August 31, 1874.

1. Corporate name of the institution Wayland University.
2. Name of the place where the institution is located, Beaver Dam, Dodge county, Wisconsin.
3. Year when the institution was founded, 1854.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salary.
E. F. Stearns	Latin and Greek	\$1,000
Theron B. Pray	Mathematics	850
Miss P. Knight	English	600
Mrs. E. B. Stearns	Vocal Music and Sciences	200
Miss Emma Sharp	Instrumental Music	250

	Male.	Female
5. Total number who have graduated		
6. Number who graduated at last commencement	8	2
7. Number of students in the senior class	8	2
8. Number of students in the junior class	4	1
9. Number of students in the freshman class	11	1
10. Number of students in the academic class	62	36
11. Number of students not in the regular classes		
12. Number of students in the preparatory department		
13. Number of acres of land owned by the institution		20
14. Estimated cash value of land owned by the institution		\$800 00
15. Estimated cash value of buildings owned by the institution		3,200 00
16. Amount of endowments and funds except real estate		
17. Amount of income for the current year from all sources except tuition		80 00

18. Amount received for tuition during the current year	2,309 87
19. Rates of tuition in academical department per annum, not including board.....	30 68
20. Rates of tuition in preparatory department per annum, not including board.....	30 68
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874.....	<u>8,000 35</u>

S. P. K. LEWIS,
President of the Board of Trustees.
 Per E. F. STEARNS.

REPORTS OF ACADEMIES AND SEMINARIES.

ELROY SEMINARY.

*Annual Report of the President of the Board of Trustees of
Elroy Seminary, for the year ending August 31, 1874.*

1. Corporate name of the institution, Elroy Seminary.
2. Name of the place where the institution is located, Elroy, Wisconsin.
3. Year when the institution was founded, A. D. 1873.
4. Names of members of the Faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salary.
Rev. F. M. Washburn, A. B. . . .	Principal	\$700
Mrs. M. A. Washburn, M. A. . . .	Lady Principal	400
Mrs. Anna M. Hopper	Assistant Lady Principal	300

	Male.	Female.
5. Total number who have graduated . . . . .	. . . . .	. . . . .
6. Number who graduated at last commencement . . . . .	. . . . .	. . . . .
7. Number of students in the — class . . . . .	. . . . .	. . . . .
8. Number of students in the — class . . . . .	. . . . .	. . . . .
9. Number of students in the — class . . . . .	. . . . .	. . . . .
10. Number of students in the — class . . . . .	. . . . .	. . . . .
11. Number of students not in the regular classes	10	9
12. Number of students in the preparatory department	11	14
13. Number of acres of land owned by the institution	2	
14. Estimated cash value of land owned by the institution	\$600	
15. Estimated cash value of buildings owned by the institution	5,000	
16. Amount of endowments and funds, except real estate		
17. Amount of income for the current year from all sources, except tuition		
18. Amount received for tuition during the current year	850	
19. Rates of tuition in academical department per annum, not includ- ing board		25
20. Rates of tuition in preparatory department per annum, not includ- ing board		15
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874		

C. E. BOOTH, M. D.,
President of the Board of Trustees.

KEMPER HALL.

*ANNUAL REPORT of the President of the Board of Trustees of
Kemper Hall, a Collegiate School for girls and young ladies.*

1. Corporate name of the institution, Kemper Hall.
2. Name of the place where the institution is located, Kenosha.
3. Year when the institution was found, 1870.
4. Names of members of the faculty, with their respective salaries:

Names.	Department of Instruction.	Salaries
Geo. M. Everhart, D. D.	Rector and Prof. Mental Philosophy.	
Mrs. C. A. Everhart.	Lady Superior.	
Miss Kate Palmer.	English Literature Natural Science.	
Miss M. S. Dusenberre.	Mathematics and English	
Miss Annie C. Phister.	Drawing and Painting	
M'lle P. Cecil	French and German.	
Edgar Everhart, A. B.	Professor of Latin and Mathematics.	
Carl Hawken, B. M.	Professor of Music.	
Miss Josephine Large, A. M. ...	Music.	
Miss Kate Hinsdale.	Music.	
Miss L. S. Nichols.	Secretary.	
Mrs. Sarah E. Hope.	Matron.	
L. W. Vigary	Professor of Dancing	

	Female.
5. Total number who have graduated	3
6. Number who graduated at last commencement.	8
7. Number of students in the Senior class	8
8. Number of students in the Middle class	14
9. Number of students in the Junior class	15
10. Number of students in the — class. ....	...
11. Number of students not in the Regular classes.	6
12. Number of students in the Preparatory department.	40
13. Number of acres of land owned by the institution.	8
14. Estimated cash value of land owned by the institution. ....	...
15. Estimated cash value of buildings owned by the institution. ....	...
16. Amount of endowments and funds except real estate	\$2,000
17. Amount of income for the current year from all sources except tuition and board	500
18. Amount received for tuition during the current year and board.	23,000
19. Rates of tuition in academical department per annum, not includ- ing board.	100
20. Amount paid in preparatory department per annum, not including board	100
21. Rates of tuition on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874, unknown .....	...

GEO. M. EVERHART,
Vice President of the Board of Trustees.

ST. CLARA ACADEMY.

Annual Report of the President of the Board of Trustees of St. Clara Academy, for the year ending August 31, 1874.

1. Corporate name of the institution, St. Clara Academy.
2. Name of the place where the institution is located, Sinsinawa Mound, Grant Co., Wis.
3. Year when the institution was founded, 1852.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries.
Sisters of the Order of St. Dominic.	The Sciences.....	.....
	Music, Painting and Drawing.....	.....
	Languages:— Latin, French, German and Italian.....	.....

	Male.	Female.
5. Total number who have graduated.....	.....	.....
6. Number who graduated at last commencement....	.....	1
7. Number of students in the sub-graduating class .....	.....	7
8. Number of students in the Senior class.....	.....	18
9. Number of students in the 2d Senior class.....	.....	13
10. Number of students in the Junior class.....	.....	20
11. Number of students not in the regular classes .....	.....	35
12. Number of students in the Preparatory department....	.....	20
13. Number of acres of land owned by the institution.....	800 acres.	
14. Estimated cash value of land owned by the institution....	\$15,000 00	
15. Estimated cash value of buildings owned by the institut'n.	40,000 00	
16. Amount of endowments and funds except real estate.....		
17. Amount of income for the current year from all sources except tuition.....	5,000 00	
18. Amount received for tuition during the current year.....	9,875 60	
19. Rates of tuition in academical department per annum, not including board.....	200 00	
20. Rates of tuition in preparatory department per annum, not including board.....	150 00	
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874.....	14,615 00	

SR. M. EMILIE, O. S. D., *Suprs.*,
For President Board of Trustees.

evils. If the depraved tendencies of our nation are such as to warrant us in believing that our citizens will thus neglect their children, then it might be well to pass such a law. But we need the most positive proof that such depravity exists.

3. Such a mercenary spirit and practice in the employment of children of tender age in manual labor, as to demand such a law. If this is the case here among us, we ought to protect the children, and give them at least the care we give to dumb animals. But does this state of things exist in Wisconsin? On one side of his district they raised tobacco, and it interfered with the schooling of the children. He would go so far as to favor a law forbidding children to be kept out of school to tend tobacco. But on the other side they of his district they raised onions, and to be consistent, he must also prohibit children from being employed in weeding onions.

He had alluded to the census report of growing illiteracy. His theory was that the illiteracy does not grow out of neglect of our schools, but it was imported illiteracy. It was largely composed of grown up young people who were kept from school by their pride. He knew of cases where young men grown were reading in the same class with children of six or seven years. This did not look like neglect of school privileges.

The figures taken from his notes of visits showed that but one-half of the children in 29 districts were attending school. But this was not the fact. His visits were all before Christmas; if he should make his visits now he would find fifty per cent. of these absentees at school. The school-houses in his district average \$600 in value. There was expended on an average \$4.25 for every pupil in the district. This did not argue indifference. He had a better remedy. It was to have better schools. He was fearful that in our great zeal to have schools of a certain kind, we had lost sight of one of the greatest aims of the common school. It is the duty of the teachers, if there are scholars in the district who not do attend, to know the reason why. The old plan of boarding round was not an unmitigated evil. It would be a good thing if we could have a missionary or two in every district.

J. Q. Emery, of Ft. Atkinson continued the argument. He found *himself alone* in his advocacy of compulsory attendance. If he believed in the question as stated by Mr. Chandler he would also *oppose it*. The child had a right to an education, and no person

had a right to take it from him it. He would not favor sending all children to the public schools. We have academies and colleges which are not public schools. He would hold that the child had a right to an education and that the state has the right to enforce this education. The state has a right to say how much we must know at least that we may be safe citizens; and it has the right to demand this education. The child may get it anywhere, at home or in college, but he must have this.

Prof. North of Pewaukee, said he did not question the right of the state to see that each child should have an education. He would go further—it was the duty of parents to bring up their children to habits of industry. A close logician might go on and prove that law.

It is not expedient, for it would fail. No board of supervisors would dare to put it in force. The dog law could not be enforced. It is not necessary. In Waukesha county the per centage of attendance from 7 to 14, was over 86.

Mr. Chandler said the attendance in his district was over 90.

Mr. North said he knew that Waukesha county was not at the head, but he held that an attendance of 86 per cent. gave no cause for alarm for the commonwealth, and this was the only reason for this law.

In Waukesha county each child had on an average 40 weeks schooling. A person so educated was not a dangerous citizen.

A man was not necessarily a bad citizen because he could not read and write. He know plenty of them in Waukesha county. Whenever there was a really good school, there was a good attendance. The idea that every good-for-nothing teacher should have the power to compel the children to drink of his muddy water was an outrage. To make a horse eat, give him something better than an empty rack. To give better advantages was all the compulsion necessary.

Dr. Chapin, of Beloit College, said: Two or three questions had arisen in his mind which had been partially answered. These questions were:

- 1st. Is it necessary to attain the end?
- 2d. Is it practicable?
- 3d. Supposing such a law was enacted, would it accomplish the object? *In some communities such might be the only remedy. But such did not seem to be the case in Wisconsin. He thought that*

illiteracy had been referred to its true cause. He thought that other agencies would reach the end quicker than legislation, of which he thought we had ten times too much.

Dr. Fallows said that he had been slow in reaching the conclusion that in this state the law should step in and compel the parent to send his children to school. Looking at the working of the laws in European countries and in the states in this country where it has been adopted, and looking at the 54,000 persons in this state who could not read and write, he thought that the law should step in. There were over 50,000 children in Wisconsin who never attended school at all.

Dr. Chapin asked if Gen. Fallows had discovered any way by which the law could be enforced?

Dr. Fallows said he had not.

Dr. Chapin said that Guizot said that Gregory failed as a reformer from attempting too much.

Dr. Twombly said that he was in favor of compulsory attendance. This involved a necessity for it. If there were no children to be educated, then there was no need for it, but if children were being neglected, then he would be in favor of a law compelling them. He was satisfied that educational statistics were unreliable. He knew the law had worked well at the east. But he was not in favor of laws which the moral sentiment of the people would not enforce. The first duty would be the missionary work.

Mr. Marsh criticised the statistics. He knew that many clerks made out these figures, without leaving the house. In one instance he visited every family in the district, and found the number twenty-five too high in the clerk's report.

Mr. Rait, of Sheboygan, said that he congratulated Messrs. North and Chandler upon living in such enlightened regions. He did not; of all the children in Sheboygan, only about one-half of the census attended school. He said that in the factories there were boys deformed by being put to labor before they were strong enough, and he knew they were deformed mentally.

Rev. Mr. Pradt said it was unsafe to reason from exceptional cases; and he knew that the state of things at Sheboygan was wholly exceptional. He thought that our present work should be to make schools better; and he thought that where the schools were good, nearly the whole of the children attended school; that

the effort of attraction should be more thoroughly tried before we resort to compulsion.

Superintendent Shaw, of Madison, also presented a paper on the subject.

The subject was still further discussed by Prof. O. R. Smith and Mr. Marsh.

The discussion of the subject of Attendance on Teachers' Institutes was opened by Prof. Robert Graham: No one could doubt that intelligence was necessary to the well being of a republic. What means shall be used to secure this intelligence? Wisconsin has placed upon her constitution that district schools shall always be free. To supply these schools requires 6,000 teachers, and to properly train these teachers requires special instruction. He showed that 90 per cent. of the teachers in Wisconsin had received no special training. Can a supply of properly trained teachers be obtained? The normal schools furnish about 600; colleges and high schools as many more, but not one-quarter the number required. In this state of things, the meagre aid of institutes may be of great service. This institute work was disheartening, but faith is necessary. The Normal Board and the state have both made ample provision for these institutes. Every county superintendent is obliged to hold one each year. They should be held mainly in in September and October, to be immediately followed by examination. They should be held five days, with two sessions a day. Work to be done will be as follows: one-half given to instruction; one-third given to school methods; one-sixth to model class-work and criticism. Teachers do not attend these institutes; not 50 per cent. of the teachers attend.

Let the state superintendent see that each county superintendent holds an institute, as required by law. Let the state superintendent publish a list of county superintendents, who do, and do not, hold institutes. Let each county superintendent notify each teacher of the institute, and publish a list of teachers in attendance, and give to each teacher so attending five per cent. additional on examination; hold the institute in the fall; give at the spring examination certificates for only six months. Let each county superintendent pledge attendance of fifty per cent. of teachers, and a failure to secure this, forfeit the state aid the next year. He believed that this plan would secure and enlarged attendance. He would secure an enlarged attendance. He would emphasize par-

ticularly the point of requiring the publication, by the county superintendent, of the work to be done, so that teachers might come prepared. If they were well prepared, they would be anxious to come, while if they were consciously ignorant, they would shrink from exposing themselves to unexpected criticism.

The discussion was continued by Prof. Salisbury, of Whitewater. He said the cause of education does not command so much money that it can afford to waste a dollar of what it has. Our teachers are not yet so well equipped that they can afford to neglect any means of improvement. How shall institutes be made worth their cost? In compulsory attendance, says one; deny licenses to non-attending teachers, say others. The first essential to an increased and satisfactory attendance upon the institutes of the state, is that they be made to command the confidence of the educational public. To secure this, institutes must be really valuable. But grant perfection to the institute itself, there is yet a class of so-called teachers who will not voluntarily seek the aid offered. They have no love for perfection even, if it demand of them any intellectual exertion or pecuniary outlay. How shall they be brought to the fountains, except they be compelled? The institute can do but little for such.

The superintendent who asks for compulsory legislation gets no sympathy of mine. He, of all men, can, if he will, do most to improve the teaching force, and to keep out the cheats and drones, to awaken enthusiasm in the worthy, and to lead them to all sources of inspiration and improvement. But there are certain outward and, so to speak, mechanical measures, the adoption of which will do much to assist both superintendent and teacher, in overcoming untoward circumstances. Let it be once understood that the institute is a fixed institution of regular recurrence at convenient seasons and places, and a great step is gained. Punctuality on the part of conductors and lecturers is important. Satisfactory and definite arrangements for cheap board and good accommodations are of the highest consequence. But if we must have any compulsion in the matter, let it be local and indirect. This is the conclusion of the whole matter; the institutes must be made strong, practical, reliable, attractive, even though they cost more money and labor than has yet been expended. But above all and behind all there must stand an intelligent, honest, *live* supervision. Time

and patience are necessary; good work must be done and continue, and in this we will put our trust.

Prof. McGregor, of Plattville, said it would be the merest impertinence for him to attempt to add anything to what had been said; but he would most heartily endorse the views presented by Prof. Salisbury.

Prof. Allen, of the state university, then presented a paper upon the "Utility of classical studies as a means of mental discipline."

Prof. Winchell, of Milwaukee, said that he would not attempt any remarks in addition to the able and admirable essay of Prof. Allen. He considered the subject as one of great interest, and one worthy the careful attention of the teachers. He was heartily in sympathy with the study of the ancient classics in our high schools and colleges, and fully believed in the practical utility of classical studies. He had observed that pupils who had been drilled in the ancient tongues graduated from the high school with a far superior culture, and a better preparation for the higher courses of instruction, than those who had not pursued such studies.

Prof. Salisbury thought that these studies should be required in the Normal School, as the power of discrimination given by these studies was precisely what the teacher needs.

President Chapin asked if it would not be advisable to begin the study of grammar with Latin rather than with English as is the custom. He said that at ten years of age he had acquired a sort of knowledge of English grammar, and was pronounced competent to parse any English sentence. Then he went to grammar school and began Latin grammar school and began Latin grammar. Here a new world opened to him, and he saw that all he had learned in English grammar was a mere mechanical exercise; but here he saw that no sense could be got out of a Latin sentence before the grammar of it was understood. And he would raise the question whether it would not be advisable for children to begin the study of grammar in the Latin grammar.

Prof. Kerr said that his experience would lead him to answer the question by president Chapin in the affirmative. He had always considered the time spent in the abstrusities of English grammar as entirely wasted.

Prof. Carpenter stated that the reason why English grammar is so generally useless is because it is not English grammar, but Latin grammar in an English form.

Prof. Feuling said that he was surprised to find this topic brought up as a question for discussion, as he supposed it long ago settled. He thought the great benefits of the study of language were due to the formative elements; and in this he did not see why other languages possessing the same peculiarities would not offer the same benefits. He alluded to the benefits to be derived from the study of a modern language under the light of a modern philology.

Rev. Mr. Pradt said that he thought the earlier a student could begin Latin the more rapid would be his progress.

President Albee said that he began life in a saw mill and thus grew up thoroughly practical. So at the age of 21 he began the study of Latin and Greek. On the idea of making it pay, and upon the dollar basis, he had found it pay in the fullest sense of the term. He saw so much culture outside of classical training, that he sometimes thought that he was drifting away from the ideas with which he graduated. Is there not so much in mathematics and science our own language, that requires our attention to such an extent that it is hardly worth while to teach classics at all? The practical question for him, as the presiding officer of a school preparing teachers, was, shall we leave out the classical languages? If the classics were in all cases additional, it would be well, but in most cases the question would be, what must be omitted? Shall we omit anything for the classics, and if so, what?

Mr. Reynolds said he thought that here in Wisconsin we are drifting towards exclusively English studies. He hoped that the subject would be further discussed, and a report given upon it.

On motion of Mr. Emery, the subject was referred to a committee consisting of President Albee, Prof. Allen and President Chapin.

Adjourned.

AFTERNOON, Tuesday, Dec. 30.

The session opened with brief reports by gentlemen from various parts of the state. This feature of the session was of great interest.

On motion of Mr. Parker, a committee of Conference was appointed to invite the county superintendents to meet with the State Teachers' Association. The Chair appointed as such committee Prof. McGregor and Messrs. Sabin and Hutton. Mr. Chamberlain

of Lancaster, Mr. Rait of Sheboygan, Prof. Salisbury of White-water, reported for their several localities. J. Q. Emery, of Fort Atkinson, alluded in feeling terms to the late Mr. Purdy, whose influence was still manifest there. President Chapin reported for Beloit College; he stated that they had inaugurated a philosophical course, which should be completely parallel to the classical course, requiring as much preparation and giving equal culture.

Prof. Pettibone, of the preparatory school of Beloit College, explained the working of that department. Prof. Eastman reported for the Beloit public schools; Prof. Wood for Racine; Prof. Winchell for the Milwaukee High School; Mr. Marsh for Waterloo; Prof. Kerr for the State University; Superintendent Shaw for Madison; Mr. Sabin for Depere; Superintendent Burton for the Orphans' Home; President Albee reported for the Oshkosh Normal School, which the past year had sent out 70 teachers. Superintendent Hutchins reported for Fond du Lac; Prof. McGregor for Platteville Normal School; Mr. Durkee reported a growing interest in classical studies in Kenosha; Mr. Brough reported for La Crosse; Mr. Currier for Stoughton. Dr. Fallows was called on, who spoke for the state at large, alluded to the growing prosperity of the State University, and the colleges of the state; said that we had the best institute system of any state, and a common school system of which all should be proud.

Dr. S. H. Carpenter, of the State University, spoke upon "The Relation of the different Educational Institutions of the State." He laid down the following propositions:

1. That the education furnished by the state should be fundamental or disciplinary and not technical.
2. That provided it remains thus fundamental the state may furnish any grade of instruction.
3. That the strictest economy of time, money and force should be demanded.
4. That such economy demands that our educational forces be so adjusted as to work in perfect harmony—no results being necessarily duplicated, and no desirable results omitted.
5. That economy forbids us to use any more or more expensive force than just sufficient to accomplish the desired result.

From these propositions the following inferences were drawn:

1. The state should determine the grade of each class of schools and assign to each its appropriate work.

2. That the state should provide schools of a grade intermediate between the common schools and the university, so that the educational current may be nowhere obstructed.

3. The principle of division of labor should be fully applied.

Mr. Marsh thought that if the educational work of the state were under martial law, such a system might be enforced; but it would not meet the public approbation.

Mr. Chandler said that when any new measure is proposed, some minds could only see the difficulties in the way. Mr. Marsh was a good hand to do it, but he had but a few moments ago said that they had just now adopted this very system, and had established nine grades, from which no child could graduate, except upon a examination. This point of unity is one which we must forever keep in view, and the great objection to the adoption of such a plan as that provided, is the difficulties imagined to be in the way.

Dr. Chapin thought the discussion should not end until more emphasis had been given to the most practical point which had been brought forward and that was the lack of intermediate schools—a lack which ought to be met. Take the number of young men in all our colleges, and what a meage number compared with the million of people in the state. We need a larger culture, a broader development. We need just the work done as suggested in the paper presented. We need a practical definition of the primary school, and such work well done. Teachers who feel that there is something in them wish to interest their pupils, and to teach everything up to geology, and the consequence is that the pupils can neither read, write nor cipher well. He thought the paper would do good, if it called attention to this single point.

Mr. Holford thought that there was a damming up behind the point mentioned, and that the primary schools needed attention, as well as the intermediate schools.

On motion of Mr. Emery, the thanks of the Association were tendered to the railway companies, the hotels, W. D. Parker, the railway clerk and press for courtesies extended.

EVENING SESSION.

Prof. Parker stated that this meeting was not the regular session of the State Teachers Association, but had grown out of the Principals' Association. At the summer meeting there was but little opportunity for discussion, and this meeting had grown out of a felt

want. As yet it had no regular organization, and the question was whether we should abandon the measure or go on. He proposed that we organize under the general organization of the State Teachers' Association, and moved that the officers of that Association be requested to call annually a meeting of all the educational interests of the state at the capitol, at this time each year, which was adopted.

Dr. Joseph Hobbins of Madison, read a paper upon the Sanitary Regulations of the School Room and number of School Hours.

On motion of Prof. McGregor, the thanks of the Association were tendered to Dr. Hobbins for his able and practical paper.

Mr. Little of the blind asylum, said that the blind asylum was a part of the school system of the state. They received pupils from 8 to 20; although most of them postponed their education until they had grown up. Their work was divided into three classes: 1st, the common school studies; 2d, the high school studies, and lastly, music. The three best organs in Rock county were played by blind men. Every child was also taught some industrial calling. The hand must be made to supply the place of the eye. The number of avocations which the blind can pursue is necessarily limited. Boys are taught broom-making, and the girls are taught music and sewing.

Mr. Weed, of the deaf and dumb asylum, was glad to see that his institution was recognized as forming a part of the school system of the state. Some expected too much and others too little of their pupils, as no standard could be fixed. They sought to give the mutes the power of communicating with each other, and generally to make them self-supporting. He asked the teachers to forward the names of any deaf and dumb children in their districts.

Mr. Hendrickson of the industrial school, said that he came to listen and not to speak, but was glad of the opportunity to speak for the institution which he represented, as he was aware that from the nature of their work, it was not very well known. But while at Whitewater, he saw in the basement of the normal school some of the stones from the old industrial school, which was burned down a few years ago. This he took as an augury that the industrial school had entered the school system of the state. They had three classes — criminals, incorrigibles and vagrants. They were all bright capable boys, ready to learn business habits, if not apt to learn by the slow process of learning by books. They had 194

pupils. Boys were educated in the common school branches, and one is taught a trade. The boys were divided into families, each family being in charge of a man and woman, who take the place, so far as care is concerned, of father and mother. Every boy has an employment — some in the tailor shop, some in the shoe shop, and and other in the broom shop. He thought there was great need of an industrial school for girls. * * * * *

President Arey, of the Whitewater Normal school, and W. D. Parker, Principal of Janesville High school, presented papers on the "relation of the public schools to the moral and social well-being of the community."

WEDNESDAY, A. M., Dec. 31.

E. H. Sprague, Principal at Elkhorn, read a paper upon "What Shall we Teach," and A. J. Hutton, of West Eau Claire, one upon "The Moral Education of the School Grounds and their Surroundings."

Prof. Curtis of the Winona Normal School gave an exercise in penmanship illustrating his system of teaching.

Upon motion of R. C. Spencer, President of the Business College, Milwaukee, the Association extended to Prof. Curtis a vote of thanks for his interesting and instructive exercise.

Rev. Mr. Pradt opened the discussion upon the topic, "How can the teachers' profession be rendered more respected and less precarious?" He said that the second point was embraced in the first. The first enquiry to be made is: Is there a teachers profession? If there is not, the first step to be taken is to make the teachers' call a true profession. When this is done, the teachers' position will at once be less precarious. Another important means is to secure proper organization. We had a loose sort of organization, called the State Teachers' Association, but it was ephemeral. It should be made a permanent organization, with corporate rights and powers. Another means is the establishment of professional schools of didactics, It is true that we already have Normal schools, but they do not go far enough. The teacher should be as thoroughly prepared for his work as the physician or clergyman. The ability to teach did not come to any man by intuition.

Prof. McGregor, of Plattville, continued the discussion. He said that simple statement of propositions was all that was needed. He

was not prepared to say that teachers were not respected. He thought they were, but if their position could be rendered less unstable they would be more respected.

Another reason is the fickleness of district boards. Fault is found with the teacher, whispered at first, finally the board is enlisted and the position made uncomfortable.

Another reason sometimes assigned is inadequacy of salary, but he thought that, as a general rule, the teachers were receiving all that they earned. When teachers fitted themselves to earn more, salaries would be higher.

Another reason is, that in most districts school is kept not to exceed five months. The teachers therefore must seek other employment for a part of the year. The first remedy is to seek teachers of maturer years. The law now allows a certificate to be issued to all persons over sixteen; he proposed that state certificates be issued to persons who have successfully and successively taught in the same place for five years. It might be a visionary suggestion, but would it not be well for our villages to build a house for the teacher, as churches build a parsonage for the preacher? He endorsed the view of Mr. Pradt favoring a closer organization for mutual support. He did not advocate strikes, but he would cultivate a greater *esprit du corps*. There ought to be in every assembly district a teachers' association, holding three or four meetings a year.

The great want is ability. We all admire ability, bow to ability, and respect ability, although we may not admire the channel into which it has turned its energies.

[Messrs. North, Chandler, Chipman, Holford and others, made forcible remarks upon the subject, sustaining the general views taken by the other gentlemen, but it was, we presume, in the reporter's absence, as we do not find a sketch of them.]

Mr. Reynolds thought that this want of professional spirit among teachers is due to the fact that, from Maine to Florida, no teacher knows at the end of the school year where he is to be the next year. Boards of education are apt to be arbitrary and discharge teachers upon mere whims, so that no one feels that he has any certain tenure of office.

AFTERNOON SESSION.

Meeting called to order by Pres. Reynolds.

After various remarks by different individuals, the meeting adjourned *sine die*.

B. M. REYNOLDS, *President*.

J. Q. EMERY, *Secretary*.

CONVENTION OF COUNTY SUPERINTENDENTS.

The county superintendents of schools met in annual session in Madison, Monday evening, December 29, 1873.

Hon. Samuel Fallows was unanimously called to the chair, and George Skewes of Racine county, was chosen secretary.

On calling the roll of superintendents and superintendents elect, the following were found to be present:

Alex. F. North.	Michael Kirwan.	W. H. Chandler.
A. A. Spencer.	A. O. Wright.	D. H. Morgan.
Thos. Malone.	M. J. Frawley.	J. S. Foley.
W. H. Holford.	W. J. Johnson.	M. H. Lynch.
Leroy J. Burlingame.	Geo. Skewes.	P. Flanagan.
Theo. S. Chipman.	I. N. Stewart.	A. E. Howard.
J. B. Tracy.	W. J. Waggoner.	W. H. Peck.
W. B. Minaghan.	J. H. Terry.	J. T. Flavin.
O. B. Wyman.	S. A. Craig.	

Gen. Fallows introduced Hon. Edward Searing, State Superintendent elect.

On motion of W. H. Chandler, the meeting adjourned for the evening to meet in joint session with the executive session of the State Teachers' Association.

TUESDAY MORNING, Dec. 30.

C. E. Mears of Polk county, not being present, the subject assigned him, "Township system to be made compulsory," was omitted, and J. H. Terry of Sauk county, read a paper on extending the time of county certificates. He would have the present first grade certificates done away with, as they nearly approach the five years' state certificate, and make the present second grade certificate answer for the first grade, with two years' duration; the second as the third now stands, and for a third, the same as for the second, but with a lower standing.

Michael Kirwan objected to this change, and preferred to change the state certificates, uniting the present second grade and limited five years' certificates.

Alex. F. North objected to the first grade certificates being granted for the term of five years, as it might remove a number of teachers from the examinations of the incoming superintendents.

W. H. Holford would grant third grades for six months, and second grades for eighteen months, and first grades for two years.

Theo. S. Chipman would grant third grades for one year, second grades for two years, and first grades for three years.

I. N. Stewart concurred with Mr. North in that first grade certificates be granted but for two years.

On motion, the subject was referred to a committee of three. The chair appointed Alex. F. North, chairman, W. H. Chandler and Michael Kirwan.

A. O. Wright being absent, the subject, "Increase of School Fund" was passed over, and A. F. North called on to speak to the subject: "Change of the time of electing County Superintendent."

He would not change the time, but let political parties be responsible for the men they selected to fill this important office.

W. H. Chandler would take the matter out of politics altogether, and place the appointing power in the hands of the State Superintendent.

Mr. North moved that the subject be dropped. Motion prevailed.

"School Visitation" was spoken upon by W. H. Chandler. School visitation should be attended by a careful collation of facts and statistics. He takes notes of matters worthy of mention and publishes them in the paper of his district. He works with the children by talking to them about what is desirable to have in the school room, and having them appeal to their parents for those improvements which their superintendent says they ought to have. Made some suggestion about not condemning school houses, as the better sentiment should prevail that it would be a disgrace to any district in having its school building condemned.

A. F. North approved of what was said by the last speaker. Would approve of visiting schools at least one half of a day at a time; also considered it a good time to arrive at the real statistics of the district.

J. H. Terry would do more, by learning the situation of affairs in the district, and making an acquaintance of the people and their condition and needs.

D. H. Morgan would give special attention to the surroundings of buildings.

Mr. Kirwan reminded us of the difficulties in school visitation. Too many schools cannot receive the attention they should. Hurred visits must be made, or some of the schools neglected in larger counties.

W. H. Chandler visited the poorest class of teachers first, leaving those whom he could trust until he could reach them in his own good time.

A. A. Spencer said that after the Superintendent has gone over the ground and knows the condition of the schools, a short call will often do more good than a larger one, by making suggestions directly on the difficulties apparent, which, if made after, remaining in the school room for half a day or more, would seem more personal than if done at once. He takes statistics and compares them with town clerks' reports.

W. B. Minaghan said much might be done through the personal influence of the Superintendent, through lectures, etc.

J. L. Foley would note first the condition of schools and surroundings, then visitation of patrons in the district; made objections to the issuing of printed circulars suggesting improvements, as they were disregarded, and often considered by district meetings as impertinent in reminding *them* of their duties.

A. E. Howard approved of circulars as they had effected good in his county.

J. H. Terry and others warmly approved of sending out circulars recommending improvements to district boards and annual meetings.

Geo. Skewes spoke on "School Diary and Reports;" he would have Superintendents use some approved uniform diary or note book, and thought teachers should report monthly, and also at the close of the term of school, on monthly report cards and note books provided for that purpose, so that the statistics of the several districts might be corrected as far as possible from them.

A. O. Wright would give attention to particulars more for his own information, than for the purpose of correcting reports for the Superintendent's office.

"Additional powers of county superintendents," was considered by D. A. Morgan. After enumerating powers of superintendents, would give additional powers to change text books, and remove one class to another if it should be deemed proper.

W. H. Chandler would give the superintendent the power to compel attendance on institutes, inasmuch as the state provides for and defrays their expenses, and said the lack of interest on the part of teachers in attending these institutes and teacher's associations was discouraging.

Prof. Graham suggested to superintendents that a specific statement of what is to be done in an institute be published two weeks before the holding of the same, in order to give teachers a chance to prepare themselves for the work. That four branches should be so specified and what is to be done in each. Would give five per cent. additional standing on account of actual attendance on the institute. Would have the State Superintendent publish names of all county superintendents holding institutes, with number attending, also the number not holding institutes.

W. H. Chandler brought all his teachers to the institutes by combining them with the examination of three days' duration.

On motion, meeting adjourned until two o'clock.

TUESDAY, P. M.

Meeting called to order at 2:20. Gen. Fallows in the chair.

After roll call, W. H. Holford read a paper on "Town Superintendency."

On invitation of Prof. McGregor, meeting adjourned to meet in joint session with convention of teachers.

FIVE O'CLOCK P. M.

Called to order by Supt. Fallows. Discussion immediately followed on "change of number of days of school month."

Mr. Burlingame led by reading a paper relative to this point, favoring twenty days to the school month, or, if teaching twenty-two days, that the teacher be allowed to teach on Saturdays, so that the school month shall close within the calendar month.

A. F. North recommended that twenty days school work be considered a legal school month.

Theo. S. Chipman would have the teacher work as many days per month as a laborer in any other profession.

I. N. Stewart, A. A. Spencer and A. O. Wright would have five days in the week and twenty days per month.

W. H. Chandler would have the district board contract with the teacher for what might be agreeable to both board and teacher, and abide by the same.

Michael Kirwan would have a definite law on this subject, thus ending so much difficulty growing out of the law as it now reads.

After deliberate discussion, the following resolution, offered by Le Roy J. Burlingame, with a slight amendment, was adopted:

"Resolved, by the County and City Superintendents, in convention assembled, That twenty days actual work, and not more than five days in any one week, should constitute a legal school month, and that a committee of three be appointed by the chair to lay the same before the educational legislative committee, during the present session of the legislature, and to labor for the passage of such a bill."

The chair appointed Messrs. Rev. J. B. Pradt, I. N. Stewart, L. J. Burlingame.

The next subject taken up was, "Teachers, Institutes and County Academies."

O. J. Taylor spoke of the present valuable institute gatherings of the state; recommended that a programme should be printed and sent out to the teachers, giving them due time for preparation. He believed in institute work, and thought it the best and most efficient means of raising the standard of teachers.

I. N. Stewart heartily approved of institute work, and recommended that very much more of this work be done in the state.

A. O. Wright would recommend a week's institute to be held in every part of the county, and followed by an examination, thus giving all an opportunity attend some one of these meetings.

W. H. Chandler spoke at some length in favor of the institute work now being carried on in the state.

Meeting adjourned to meet at half past seven o'clock, P. M.

EVENING SESSION.

Called to order by Gen. Fallows, at 7:30.

A. F. North opened the discussion on county academies, warmly urging the necessity of institutions of this kind, to supply the

missing link to make the proper connection in the educational agencies of our state. It would meet a want in supplying our schools with practical teachers.

I. N. Stewart endorsed all said by the last speaker, and added that the conducting of these county academies would be an open field for the labor of students and graduates of our Normal Schools, and inquired of the practicability of building these normal academies.

Rev. J. B. Pradt spoke of the way in which our funds are obtained, and the use made of them, and what might be done with them to better advantage in favoring this project. He spoke very favorably of this movement, and of the necessity for it to supply our higher institutions of learning with a better class of students, and to take out so much of the primary work as is now done by them.

The subject was very thoroughly discussed by most of the members present, all favoring the work. The following resolution was offered and adopted:

“Resolved, That it is the sense of this convention, that the establishment of the county academies is approved, and that a committee of three be appointed consisting of Messrs. J. H. Terry, W. H. Chandler and W. J. Waggoner to bring this subject before the legislature.”

“Examination of Teachers” was spoken upon by A. O. Wright; he showed the value of public examinations; would have applicants for such write as long on thorough questions as is required in the public examinations. The subject was participated in at length by nearly all the convention.

The following resolution was introduced by W. H. Chandler, and unanimously adopted:

“Resolved, That in the judgment of this convention, the district boards of the several school districts of this state should be required to furnish the teachers employed by them, a blank book suitable for the enrollment of all attendants upon the respective schools under their charge, and that each teacher should be required to enroll the scholars attending each year, so that it would clearly show:

“1st. The name of each scholar attending school during the year.

“2d. The age of each scholar attending school during the year.

" 3d. The number of days each scholar attended school during each of the months the school has been in session during the year.

" 4th. A classification of the attendants, so that all between the ages of 4 and 7, 7 and 15, 15 and 20, should be clearly shown."

At the close of the session A. F. North offered the following resolution which was heartily endorsed by every member of the convention:

" *Resolved*, By the county superintendents of the state of Wisconsin in session at Madison, that the Hon. Samuel Fallows, in removing from our state, has our warmest wishes for his success in his new vocation, and our sincere thanks for the kind and courteous attention shown to us at all times, and the warm sympathy he has uniformly had with us in our work."

After a few brief words the convention adjourned, closing a very pleasant session in which good work had been done, and the members dispersed, feeling strengthened and encouraged by the interview.

SAMUEL FALLOWS, *President*.

GEO. SKEWES, *Secretary*.

WISCONSIN STATE TEACHERS' ASSOCIATION.

MADISON, July 15, 1874.

Agreeably to notice, the Twenty-second Annual Session of the Wisconsin State Teachers' Association commenced at Madison, July 15, 1874, at 10 o'clock A. M.

After singing, led by A. Earthman, of Reedsburg, and prayer by Dr. G. M. Steele, of Appleton, J. W. Rait, of Sheboygan, was appointed Secretary *pro tem.*, and W. D. Parker, A. Salisbury and C. F. Viebahn a committee on Enrollment, and A. Earthman, Enrolling Clerk.

The President, B. M. Reynolds, of La Crosse, then delivered an address, which, on motion of W. D. Parker, was referred to a committee composed of G. S. Albee, Oshkosh; S. R. Winchell, Milwaukee; and G. M. Guernsey, Platteville.

Oliver Arey, President of Whitewater Normal School, read a paper on the "Common Conception of the Teacher, and of the Institutions in which he is Educated Inadequate."

S. R. Winchell, Principal of Milwaukee High School, read a paper on "The True Function of the High School."

Adjourned to 8 P. M.

EVENING SESSION.

After singing, the Committee on President's Address, made the following report of committees, which was adopted:

On the part of the address which refers to *Institutes*, Messrs. Graham, Terry, Johnson and Mrs. Richards.

Journal of Education.—Messrs. Salisbury, Thayer and W. E. Anderson.

Free Tuition in Higher and Professional Schools.—Messrs. North, Howland and Waggoner.

School Supervision.—Messrs. Chandler, Emery, Gardner and Miss Stewart.

Educational Needs in our State.—Messrs. Viebahn, Charlton, and Sprague, and Miss Moody.

Influence of Limited Contracts with Teachers upon Educational Progress.—Messrs. D. McGregor, Burlingame and Bowen, and Miss Adams.

Gradation in Schools, its Functions and Economy.—Messrs. Parker, Chase and Twining, and Miss Swart.

Obituaries.—Messrs. Albee, Rockwood, Winchell and Guernsey.

Rev. G. M. Steele, D. D., president of Lawrence University, delivered a lecture on "The Soul and its Powers."

On motion of W. H. Chandler,

"*Resolved*, That the committees upon the president's address report to-morrow afternoon at 3 o'clock."

On motion of president Arey,

"*Resolved*, That the subject of each paper be thrown open for discussion immediately after reading."

Singing by the Glee Club.

On motion, the chair appointed the following committees:

"*On Resolutions*—Messrs. Graham, North and Kerr."

"*On Finance*—Messrs. Arey, Howland and Purman."

Adjourned.

MORNING SESSION.

July 16, 1874.

After singing, and prayer by Rev. A. O. Wright, of New Lisbon, W. D. Parker, of Janesville read a paper on "County Superintendency."

On motion of A. O. Wright, the following committee was appointed on the subject County Superintendency and upon any changes needed, to report at the executive session in December, viz: W. D. Parker, A. O. Wright and W. H. Chandler.

Miss Emma Jenkins, of Fort Atkinson, read a paper on "Growth." Oliver Arey, Rev. J. B. Pradt, J. Q. Emery, and Dr. G. M. Steele, discussed the subject briefly.

Recess.

On motion of J. Q. Emery, the following committee on nominations was appointed: J. B. Thayer of Menomonie, D. McGregor of Platteville, L. D. Harvey of Mazomanie, Lucy J. Foot of Madison and Susan McBeth of Burlington.

Prof. T. C. Chamberlain, of Beloit College, then read a paper,

"The Educational Value of the Geological Survey of Wisconsin." The subject was discussed by Messrs. Pradt, Chandler, Parker and Beck.

On motion, by W. D. Parker, a committee was appointed to prepare a charter for the Wisconsin Teachers' Association, and report at this session; committee to consist of Messrs. Chandler, Pradt and North.

On motion of W. D. Parker, the above committee was empowered, under the direction of the Executive Committee, to expend, not exceeding twenty-five dollars, in the publication and dissemination of such portions of the facts accumulated in the present geological survey, as may seem to be useful.

A lecture on "Self-Discipline as a means and End of Education," was then given by Rev. A. L. Chapin, D. D., President of Beloit College.

President Arey followed with a discussion of the subject.

Adjourned to 2 1-2 o'clock P. M.

AFTERNOON SESSION.

The vote authorizing expenditure of \$25 by committee on Charter, to publish facts of geological survey was reconsidered, and the same authority given to the Executive committee.

A paper on "Academic Culture in the State System," was read by Prof. Albert Salisbury, of Whitewater.

On motion of E. A. Charlton, the order for three o'clock was postponed until after the discussion of county academies, which took place, and was conducted by J. Q. Emery, W. H. Chandler, A. F. North and A. O. Wright, followed by Hon. A. S. Kissell, of Chicago, J. B. Pradt, Geo. M. Sage, editor of *Minnesota Teacher*. Albert Salisbury, Hon. C. C. Kuntz, of Sauk county, and Hon. Edward Searing.

On motion, the subject was referred to a committee consisting of Hon. Edward Searing, W. D. Parker and J. Q. Emery, to report at the executive session in December.

The committee to whom was referred so much of the President's address as relates to Teachers' Institutes, made the following report, which was adopted:

"1. We believe that the institute work of the state is becoming better organized and conducted, because better understood.

"2. We regard the meetings of conductors for instruction and

consultation, as held the last two years, eminently fitted to secure a wise prosecution of the work, and therefore recommend their continuance.

"3. The present plan of operating the institute work in connection with the normal schools of the state meets our hearty approval.

"4. While much good has been accomplished by this agency, we would guard against supposing that a proper and thorough preparation of the teacher can be obtained from the fragmentary work done at the Institute.

"5. We believe the Institute may be rendered more efficient by adopting a course of study and work embracing a term of years.

"6. We recommend that a committee be appointed at this meeting to inquire into the feasibility of adopting a course of study and work for a number of years, with instructions to report at the meeting of the Executive Committee in December next.

"Respectfully submitted in behalf of the committee.

"R. GRAHAM, Ch'n.

A committee was appointed accordingly, consisting of Messrs. D. McGregor, Chandler and Terry.

By request of the chairman, President Arey, and on motion, it was voted that the report on Free Tuition in Higher Institutions be postponed to the Executive Session.

The committee to whom was referred that part of the President's Address which concerns High Schools and County Academies, submitted the following report:

"*Resolved*, That the necessities of our common schools as well as of our higher institutions of learning, demand intermediate schools which shall provide *teachers* fitted for the rural districts, and students fitly prepared to enter our colleges.

"*Resolved*, That it is entirely consistent with the educational policy of the state and eminently proper in itself that a grade of education suitable to those whose circumstances require it, higher than that of the district school, and less elaborate than that of the college, be provided by the state.

"*Resolved*, That the schools contemplated in the bill which passed the Assembly last winter with such modifications as the wisdom of the legislature may seem to suggest, are such as the case requires.

"All of which is respectfully submitted.

"ALEX. F. NORTH,

"H. C. HOWLAND."

On motion, the report was referred to the committee on the same subject appointed to report at the executive session.

The committee to whom was referred that portion of the president's address, relating to the Journal of Education, reported as follows:

"That we deem the reading of an educational journal to be an important means of increasing the efficiency and assisting the labors of teachers;

"That, other things being equal, the best journal for teachers will be one published in their own state, and with reference to their own particular conditions;

"That the *Wisconsin Journal of Education*, under its present vigorous management, commends itself to the first consideration of Wisconsin teachers, as an organ for the interchange of home thought and experience, as well as for bringing to us the best thoughts and suggestions of educators abroad.

"All of which is respectfully submitted.

"ALBERT SALISBURY,

"J. B. THAYER,

"WM. E. ANDERSON,

"Committee."

On motion, the report was adopted.

The report of the committee on educational needs in our state, was postponed till the December meeting.

The committee on the influence of limited contracts with teachers upon educational progress, beg to report as follows:

"The existing conditions are the inevitable accompaniment of the development of a school system in a new country; and among the causes operating to produce them, are the following: deficiency in the qualifications of the teachers; want of purpose on the part of many who teach, of making it a permanent business; low wages, and the inability on the part of many districts to furnish remunerative employment for more than one-half the school year; an opinion, still lingering in many localities, that a frequent change of teachers is beneficial.

"Denser settlements and higher qualifications will do much to remedy this evil.

"One of the best, if not the very best, recommendation a teacher can have is, that he has taught in the same school for a term of years.

"Let teachers prove their efficiency, and the rising generation will find the profession more stable.

"Respectfully submitted,

"D. MCGREGOR,

"G. M. BOWEN,

"Mrs. L. A. BINGHAM,

"CAROLYN E. ADAMS."

The report was adopted.

W. D. Parker, chairman, in behalf of the committee to whom was referred so much of the president's address as relates to the function and economy of graded schools, reported as follows:

"We believe that the method of instruction in the graded school is essentially an exponent of the business habits of the age; and the school itself may be made an organization whose economical direction of forces, and whose general influence for good, shall conserve the interests of higher education, and of future citizens who shall follow the dictates of loyalty, industry and frugality; therefore,

"*Resolved*, That the graded school system be strongly recommended to the consideration of school directors, and that the course of study in graded schools be made not alone philosophically relevant to other schools, but be made vitally promotive of intelligent citizenship through its comprehensive usefulness and its perfect adaptability.

The report was adopted.

The committee on Obituaries presented the following preamble and resolutions:

"WHEREAS, During the past year the nation has lost, by death, one of its foremost teachers, and this association has lost in a similar manner one of its most highly esteemed members; therefore,

"*Resolved*; That we recognize in the life and labors of Louis Agassiz the transcendent work of the typical teacher, and in his death an irreparable loss, not only to science, but to the common cause of education throughout the world.

Resolved, That in the death of Prof. Arthur Everett, Principal of the Oshkosh High School, we mourn the loss of a friend and scholar, a true teacher and true man whose memory shall be cherished in all our hearts and whose work, though not complete, yet remains as his lasting monument.

Resolved, That the Secretary be instructed to furnish a copy of these resolutions to the families of the deceased.

"S. S. ROCKWOOD,
"G. S. ALBEE,
"S. R. WINCHELL,
"MARTHA H. TERRY,
Committee."

President Albee, of Oshkosh, paid a tribute to the memory of Mr. Everett, after which the resolutions were adopted.

Adjourned to 8.00 P. M.

EVENING SESSION.

On motion, it was voted to meet Friday morning, at 9 o'clock.

The report of the committee on Nominations was made and accepted.

Prof. Edward Searing, the State Superintendent of Public Instruction, delivered a Lecture on "The Need and the Character of the Culture Suited to the Present Day."

FRIDAY MORNING.

After preliminary remarks by Supt. James McAlister upon the subject of Drawing, as introduced in the Milwaukee public schools, Mr. Charles Zimmermann further discussed the subject, and explained the method of instruction.

The place for the next meeting of the Association was discussed by Messrs. Rockwood, McAlister, De La Matyr, Albee, North, Howland, Kerr and Spencer, and on motion by Mr. North, it was voted that the Association express a desire to the Executive Committee to call the next meeting in Milwaukee.

Mr. O. Árey, presented the report of committee on finance, as follows, which was accepted:

RECEIPTS.		
Balance July, 1873	\$26 52	
Received from membersip July, 1874.....	115 00	
Total in treasury.....		\$141 52
DISBURSEMENTS.		
Paid to B. M. Reynolds	\$36 37	
Paid Gazette Printing Co.....	10 25	
Paid W. D. Parker.....	31 96	
Total disbursements..		78 58
Balance on hand.....		<u>\$62 94</u>

"OLIVER ÁREY,
"H. C. HOWLAND,
"D. GRAY PURMAN,
Committee.

Miss Rose C. Swart, of Oshkosh, read an essay on "Primary Instruction—Its Principles and Purposes."

Prof. Alex. Kerr read a paper on "Instruction in American History," prepared by Prof. W. F. Allen, of the University.

Prof. J. B. Feuling read a paper on "Etymology, as a Means of Education."

Miss Martha A. Terry, of Janesville, read paper on "Culture in Common Schools."

Mrs. L. A. Bingham, of La Crosse, read a paper on "Daily Preparation of the Teacher," which was discussed by Messrs. Kerr, Purman, Feuling, North, Albee, Chandler and Kissell.

On motion, the name of James McAlister was substituted for that of Samuel Shaw in the report of the committee on Nominations for Executive Committee.

On motion the Association proceeded to ballot for President, with the following result:

Whole number of votes cast, 65; necessary to a choice, 34. J. Q. Emery received 50; A. H. Howland, 5; W. H. Chandler, 4; Miss Martha A. Terry, 2; scattering, 3.

J. Q. Emery, having received a majority, was declared elected President of the Association for the ensuing year.

On motion of J. Q. Emery, the Secretary was instructed to cast the ballot of the Association for the rest of the ticket, reported by the committee, which was accordingly done, and the following persons declared duly elected:

Vice-Presidents — W. H. Chandler, Sun Prairie; S. R. Winchell, Milwaukee; Miss Carolyn Adams, Platteville.

Secretary — A. J. Hutton, West Eau Claire.

Treasurer — George Skewes, Racine.

Executive Committee — B. M. Reynolds, La Crosse; W. D. Parker, Janesville; H. C. Howland, Eau Claire; G. S. Albee, Oshkosh; Jas. McAlister, Milwaukee.

The committee on resolutions reported the following, which were adopted:

"Resolved, That we recognize in the Press a powerful ally of the cause of popular instruction, and that we are greatly indebted to the editorial fraternity for the service which they have rendered in creating an enlightened public sentiment in favor of every educational force from the primary school to the university.

"Resolved, That we extend our hearty thanks to the 'Wisconsin

State Journal' and the 'Madison Democrat," for their courtesy in surrendering their columns to our Association, and for the prominence which, without regard to labor and expense, they have given to the proceedings of the present session.

"Resolved, That our thanks are hereby given to the various steamboat lines and to the hotels of Madison, for the reduced rates afforded the members of this Association.

"Resolved, That our thanks are due the railroads of the state for their courtesy in giving special rates to this Association."

On motion, the Association adjourned.

B. M. REYNOLDS, *President.*

JAS. M. RAIT, *Secretary.*

Reports of the State Charitable and Reformatory Institutions.

THE SOLDIERS' ORPHANS' HOME.

R. W. BURTON, SUPERINTENDENT.

Was opened January 1st, 1866, for the reception of inmates of the particular class indicated by its name, and on the 31st of the following March it became one of the established charitable institutions of the State. By January 1, 1875, it will have served its mission as a home for soldiers' orphans, and not one for whose benefit it was instituted will remain within its walls.

In 1868 a substantial, convenient stone school-house was erected for the accommodation of four schools, with two extra rooms for the convenience of teacher and pupils composing the music class.

The largest number ever in the Home at any one time—and of course attending school except when prevented by illness—is two hundred and sixty-six. Many of these came from populous cities with good educational advantages; while the majority were from remote districts of the state where very poor apologies for schools, if any at all, were “*kept*.” Hence a great diversity of attainments.

Six hundred and eighty-three children have been recorded as inmates of the Home during the nine years of its existence, while not more than one-third of that number have remained long enough to receive any marked benefit from the schools, so transient has been the nature of the attendance. This circumstance, together with the diversity of attainments has rendered the work of close grading a matter of great difficulty; yet by dint of adaptation to circumstances a fair classification has been secured, the time and labor of teachers economized, and good progress made. Some scholars who are indebted to the Home for all the education they possess, are doing acceptable work as teachers.

This list is materially increased by those who have been more highly favored, by a partial course at least, in the State Normal Schools. To these higher schools eighteen pupils—ten girls and eight boys—have been sent from the Home. The State law regulating this matter originally admitted a class of six pupils each year, allowing to each a term of two years. This term was subsequently increased to three years in favor of any showing special fitness for teaching. Up to this time five have had the free benefit of the law. Of those who have completed their term at the Normal Schools, seven have proved themselves successful teachers, and are now at work. The Home has now six pupils in these schools, equally divided between Whitewater and Oshkosh. Of these creditable reports, as to ability and progress, reach us from the worthy principals of those schools.

WISCONSIN INDUSTRIAL SCHOOL FOR BOYS.

Hon. EDWARD SEARING,

Superintendent of Public Instruction:

It affords me pleasure to comply with your request and furnish a brief report of this institution. I desire to improve every opportunity to acquaint the citizens, and especially the teachers of the state with the condition and work of this school. I am prompted to do this by the conviction that the more in sympathy our school is with the public schools of the state the more useful the school will become to the state.

Since the opening of the school in 1860, 1,114 inmates have been received, of which number 73 were girls. Since 1870, boys only have been received. No provision has been made for delinquent girls. This, in my opinion, is an error and one that should be speedily corrected.

We have on roll to-day 305 boys. The average number during the past year has been 293. Their average age about fourteen years. The law limits the age of commitments to between ten and sixteen years. The cause of commitment may be crime, vagrancy or incorrigibility. Of the present number of inmates 60 were charged with vagrancy; 174 with incorrigibility; 153 with *larceny*, and the balance with various acts of crime and misdemeanor.

All are committed during minority, but are subject to discharge at the discretion of the board of managers. The first requisite for discharge is a good record in the school, the second, a suitable home to go to. The boy who has not a home, is, on leaving, provided with a home by the superintendent.

The accounts audited and paid for the past year amount to \$48,453.02. The actual amount paid for current expenses, not including permanent improvements, was \$43,256.56, of which amount \$31,000, was appropriated by the legislature. The total average cost per capita daily is forty cents and four mills. This includes subsistence, clothing, fuel, lights, salaries and all other expenses.

For social purposes and to make the condition of inmates while here as much as possible like that of a good home they are classified into families. We have at present eight families. They are presided over by a man and woman who correspond to parents. Each family has its separate building, play-ground and appropriate surroundings. The hour for rising is five o'clock and thirty minutes in summer, and five o'clock and forty-five minutes in winter. All inmates retire at eight. About eight hours in winter and nine in summer are devoted to active employment, nearly equally divided between school and labor. The smaller boys' time of labor is, however, less by one and a half hours.

Every boy has a stated business and time for business. Boys are occupied in farming, gardening, shoe-making, tailoring, broom-making, cane-seating, knitting, carpenter work, painting, driving teams, care of stock and also various kinds of domestic work, as laundry work, baking, cooking, care of dining-rooms, dormitories, etc., etc. Each half day has a session of work and a session of school. We have school eleven months of the year. A few of the older boys who do mechanical work, drive teams, or are detailed to some special employment, do not attend school in the busy season of the year.

The school proper is graded and has six departments. We aim to teach all to read, write and calculate, and when time will permit, furnish the opportunity for a thorough common school education. History of the United States, Algebra and Physiology are the highest branches taught in school and these to only a limited number.

The evening assembly is a daily reunion of all connected with the Institution. These are made profitable by addresses, readings, oral instruction and lectures. During the past year a course of lectures

on chemistry, botany and geology was delivered to the mutual edification and profit of all. The evening assembly is enlivened by vocal and instrumental music, boys all participating, and closed by a short scripture lesson and prayer. Sabbath service is held each Sabbath afternoon. We have no chaplain. Resident or transient clergymen and all friends of youth or patrons of reform are invited to address the assembly at any of our evening or Sabbath gatherings.

The popular opinion that this is more a criminal than benevolent institution is erroneous. It is our special business to prevent a life of crime and consequent necessity of filling a place in a criminal institution. We think the record of our discharged inmates will show a fair per centage of reasonably good conduct. Very few, to our knowledge live lives of idleness and crime.

The average detention of boys in the school is between two and three years. A few are discharged at the end of the year, occasionally a boy, destitute of home and friends, who was committed young, is detained four or even six years.

For further details, I will refer the enquirer to our annual report, and will only add in conclusion, that I think a department of the public school for the incorrigible and idle, in our large towns and cities, should be so organized that many now necessarily sent to this school could be provided for and their delinquencies corrected in less time and at less public expense than the same can be done here.

Respectfully Submitted,

A. D. HENDRICKSON,

Superintendent.

January 1, 1875.

INSTITUTION FOR THE EDUCATION OF THE BLIND.

JANESVILLE, Wis., December, 15, 1874.

Hon. E. SEARING,

Superintendent of Public Instruction:

SIR:—Since my last report to your office, 78 pupils have been instructed in this institution, of whom 17 were new pupils. Eight have been dismissed; and three have died while connected with the

school. The average attendance during the year ending September 30, 1874, is greater than that of any previous year.

In the literary department, classes have been taught in reading, spelling, writing, arithmetic, geography, grammar, history, natural and mental philosophy and in geometry.

In the musical department lessons have been given on the piano, organ, violin and several other instruments, in singing and theory of music. In the industrial department the boys have been taught broom-making, and the girls sewing, knitting, crocheting, various kinds of fancy work, cane seating and (to a limited extent) house-work.

Attention to study has been good; and examinations show good progress made.

At the beginning of last year the circumstances in which the school was placed seemed most auspicious. The scholars were inclined to work. The teachers were zealous, and most of them were experienced and skillful. Large stores of requisite apparatus had been gathered from far and near. Buildings arranged for the special work were well furnished and amply large to accommodate the school for quite a number of years. It appeared that the year was to be one of unprecedented success. These anticipations were not to be realized. In the fall a serious attack of measles interrupted the operations of the school, prostrating many of the pupils and proving fatal to two of them. In the spring, fire destroyed the main edifice of the Institution with the the most of its furniture and apparatus, and caused the death of one pupil. For a few days the school was scattered in the homes of the citizens of Janesville. It was very soon reorganized in the best quarters that could be procured, and carried on, as well as circumstances permitted, until the end of the term in June. During the summer vacation provisional arrangements for the emergency were made somewhat modifying the buildings of the Institution and erecting a wooden addition of temporary nature, to one of them. In these quarters the school is now in progress, slightly diminished in the numbers, greatly hindered in efficiency by its losses, but still earnestly engaged in its proper work, and hopefully looking forward to the day when its former facilities for work shall be restored.

I am bound to testify to the excellent spirit with which officers and scholars have met the difficulties of the situation.

As indicating the progress that may be made in the literary de-

partment of the school, I mention here the fact that one of its last years' graduates entered the theological school at Evanston, and last spring, in honorable competition with members of his class, won a prize of \$100, offered for excellence in English composition.

The fact that the Institution is open free of charge to all persons between the ages of eight and twenty years, residing in Wisconsin, who are incapacitated by defects of vision for education in the common schools, needs to be more generally known. The district clerks found 163 such persons of school age in the state last year. The United States census reports 100 totally blind persons under 20 years of age in the state in 1870. It is probable that neither number is as large as the facts would make it.

The Institution is under obligation to many school officers for promoting its work by bringing the knowledge of its existence and terms to persons in need of its advantages and for forwarding the names of children to this office.

Very respectfully,

T. H. LITTLE,
Superintendent.

INSTITUTE FOR THE EDUCATION OF THE DEAF AND DUMB.

(Located at Delavan.)

[Extracts from the Report of the Principal, GEO. L. WOOD.]

THE PAST YEAR.

Two changes have occurred, both in the department of instruction; Miss Mary Johnson having left to take a similar position in the Ontario Institution, and Mr. Levius Eddy, who had been identified with this Institute during the greater part of its history, to take charge of the West Virginia Institution. Mr. Thomas Clithero, of Portage City, in this state has been in service since January 1, and Eleanor McCoy since January 28.

Within the last year several of the deaf and dumb institutions of country have been interrupted in their work by sickness, and in the town of Delavan there has been a fatality never before experienced in an equal period; but our household has been almost entirely exempt from serious illness, of which fact we would make

grateful record. It is noticeable that many of our pupils improve physically from the time of their entry. Considering the fact that the school is composed largely of persons with constitutional tendencies to disease, of which their deafness is a result, and also that they are here during the critical period of transition from youth to maturity, the health record of this institute during its entire history is remarkable. This favorable condition is secured, in part, by regularity of habits; by simple, yet generous diet; by an adjustment, so far as is practicable, of study, manual labor, recreation and rest, to each other in such proportion as seems best adapted to the harmonious development of all the faculties, by constant watchfulness and early treatment of indisposition, and by attention to the manifold sanitary conditions on which the health of so large a household depends.

CONVENTION OF INSTRUCTORS OF DEAF AND DUMB.

The convention was held in Belleville, Ontario, July 15—20, by invitation of W. J. Palmer, PH. D., Principal of the Ontario Institution for Deaf and Dumb, and of J. W. Langmuir, Government Inspector of Benevolent Institutions, and was fully attended, being the largest ever held in America. It was composed chiefly of principals, instructors and trustees of deaf mute institutions in the United States and Canada. Five days were fully occupied with the consideration of topics directly connected with deaf-mute education, and with a comparison of methods and results. With diversity of views sufficient to evince independence of thought and originality in application — thus giving circumstantial variety to the proceedings — there was an essential unity in theory and conclusions that made the occasion one of interest and value. I feel confident in assuring you that its results will have an immediate, direct and permanent influence in our own school.

Attendance upon the convention has suggested several facts worthy of report.

It was gratifying to notice that certain methods of instruction, especially in language, which were urged by resolution for adoption in each institution as a hopeful experiment, have been pursued here for several years with most favorable results. The representatives of this school had the satisfaction of feeling that in some respects our success has been greater than the ordinary standard of attainment.

The convention suggested the desirableness of familiar acquaintance with kindred institutions. Where there is only one school of a kind in a state, its isolation is manifest, with the disadvantages which isolation implies. There are certain characteristics of the work of deaf-mute instruction that demand personal intercourse. Especially is this true of the medium of communication — the sign language. A dictionary of signs is well nigh impracticable. The manual alphabet consisting of varied positions of the hand can, by feeling, be apprehended and used by one that is blind, but the motions and expressions that belong to the language of signs must be visible. Moreover there should be agreement, as nearly perfect as possible, as to what motions and expressions shall suggest the same ideas, thus securing uniformity, and consequent ready communication among those whose benefit this medium of intercourse has been devised. Where an institution is without direct and frequent intercourse with others, it is only natural that provincialism should grow up, and a sign dialect should prevail as truly as where a colony is separated from the mother country.

Another fact, not first suggested, but enforced by the convention, is the value of Illustrative Apparatus in instructing the deaf and dumb. A large number of the delegates availed themselves of the opportunity of visiting the Museum of Education connected with the Government Normal School, in Toronto, the most complete collection of the kind on this continent. The deaf and dumb are educated through the eye. Object teaching, in its most comprehensive sense, is the form best adapted to their wants. If it offers advantages to the seeing and hearing pupil; much more is it of value where the organs of sight do the work also of hearing. An Educational Museum, not as a curiosity, but as a means of instruction, would greatly facilitate our work, by securing economy of time and labor in teaching, by giving clearness of ideas to the pupils, by enlarging their thoughts, and by familiarizing them with the objects and the nomenclature of practical life. The purchase within the last year of a Stereo-Panopticon has proved, as was anticipated, a great source of gratification to the pupils, and is a most valuable instrument of instruction. An addition from year to year of illustrative apparatus, would in time form a collection of desirable aids in our work.

In the last report of the New York Institution for the Deaf and Dumb, the Principal, Isaac Lewis Peet, LL. D., says: "It is im-

portant that there should connected with the institution a museum, which should contain a great variety of objects, classified to meet the wants of the school room. The series of models, invented by Doctor Auzoux of Paris, would form an important feature of such a collection."

In the same connection, Dr. Peet refers to the benefits which his pupils have derived from visits to the American Institute, menageries, panoramas, and other interesting and instructive collections. Where an institution for the deaf and dumb is located in a small town, and deprived of the opportunities afforded by a large city, it is important to collect within its walls all that our means will allow of illustrative apparatus.

STATISTICS.

Date of opening	1859
Number of pupils, in 1873.....	173
Males	99
Females	74
Semi-mutes	13
Number of teachers, male 6, female 3	9

The report states that the Wisconsin Institute "is thirty-five years younger than the oldest in this country, that it is the fifteenth in the date of organization, that it was established earlier than similar institutions in some states older than Wisconsin, and that of thirty-five schools now in operation in the United States, it is the eighth—almost the seventh—in the number of pupils."

DECISION BY THE SUPREME COURT.

[From the Wisconsin Journal of Education.]

The following correspondence explains itself :

JANESVILLE, Wis., December 8, 1874.

Hon. J. B. PRADT, *Assistant State Superintendent* :

DEAR SIR:—In the October number of the Journal of Education is published a synopsis of the decision of the Supreme Court, defining the responsibility of pupils to the parent, in the choice of branches of study which the pupils shall pursue in school.

For the information of many inquiring teachers, will you please publish the original decision of the court in full, with such comments thereon as are warranted by your wide experience in the rulings upon similar questions in the office of the State Superintendent.

Respectfully,

W. D. PARKER.

REPLY.

MADISON, December 30, 1874.

DEAR MR. PARKER:—I give the decision below, as you suggest, and follow it with the synopsis of its main points, as published by the reporter, Mr. Conover, and a few remarks on the general subject involved:

THE DECISION.

Annie Morrow, by John Morrow, Guardian, *ad litem*, Respondent,
vs. James Wood, Appellant.

It is first claimed by the counsel for the defendant that the court below should have granted the motion for a nonsuit, because all the evidence showed that the criminal prosecution against the plaintiff for an alleged assault and battery committed by her upon the infant son of the defendant was never tried upon the merits but was

discontinued on her motion and against the consent of the complainant in that action. It is insisted that before an action for malicious prosecution can be maintained it must appear that the criminal prosecution has been determined in favor of the party prosecuted by a trial and acquittal, or the prosecution must have been discontinued against his consent.

We shall spend no time in the consideration of this point in the case for the reason that we are fully agreed upon a question of law involved which is fundamental and underlies the case, and is entirely decisive of every other question arising upon the record. And as this is a question of some practical importance as affecting the duties and powers of teachers in our public schools, we deem it best to decide it in the present case. The facts upon which this question of the law arises, as established on the trial, are briefly these:

About the 18th of November, 1872, the plaintiff, a qualified teacher under a contract with the district school board, commenced teaching a district school in Grant county. The defendant, an inhabitant of the district, sent his son, a boy about 12 years of age, to the school. The defendant wished his boy to study orthography, reading, writing, and also wished him to give particular attention to the study of arithmetic, for very satisfactory reasons which he gave on the trial. In addition to these studies the plaintiff at once required the child to also study geography and took pains to aid him in the getting a book for that purpose. The father, on being informed of this, told his boy not to study geography but to attend to his other studies, and the teacher was promptly and fully advised of this wish of the parent, and also knew that the boy had been forbidden by his parent from taking that study at the time. But claiming and insisting that she had the right to direct and control the boy in respect to his studies, even as against his father's orders, she commanded him to get his geography and get his lesson. And when the boy refused to obey her and did as he was directed by his father, she resorted to force to compel obedience. All this occurred at the first week of school. The defendant institutes a criminal action before a justice for this assault and battery upon his son, which is the malicious prosecution complained of.

If the teacher had no right or authority to chastise the boy upon these facts for obeying his father, this action must fail. And whether she had or not the power to correct him is the question in

this case, for it is not pretended that the boy was otherwise disobedient, or was guilty of any misconduct or violated any rule or regulation adopted for the government of the school.

The circuit court, in considering the relative rights and duties of parent and teacher, among other things, told the jury that when a parent sent his child to a district school he surrendered to the teacher such authority over the child as is necessary to the proper government of the school, the classification and instruction of the pupils, including what studies each scholar shall pursue—these studies being such as are required by law or are allowed to be taught in public schools. And the court added in this connection that a prudent teacher will always pay proper respect to the wishes of the parent in regard to what studies the child should take, but when the difference of view was irreconcilable on the subject, the views of the parent in that particular must yield to those of the teacher; and that the parent, by the very act of sending his child to school, impliedly undertakes to submit all questions in regard to study to the judgment of the teacher.

In our opinion there is a great and fatal error in this part of the charge—particularly when applied to the facts in this case—in asserting or assuming the law to be that upon an irreconcilable difference of views between the parent and teacher as to what studies the child shall pursue, the authority of the teacher is paramount and controlling; and that she had the right to enforce obedience to her commands by corporal punishment. We do not think she had any such right or authority, and we can see no necessity for clothing the teacher with any such arbitrary power. We do not really understand that this is any recognized principle of law, nor do we think there is any rule of morals or social usage which gives the teacher an absolute right to prescribe and dictate what studies a child shall pursue regardless of the wishes and views of the parent, and, as incident to this, gives the right to enforce obedience, even as against the orders of the parent. From what source does the teacher derive this authority? From what maxim or rule of the law of the land? Ordinarily it will be conceded the law gives the parent the exclusive right to govern and control the conduct of his minor children, and he has the right to enforce obedience to his commands by moderate and reasonable chastisement. And furthermore it is one of the earliest and most sacred duties taught to the child to honor and obey its parents. The situation of the child is

truly lamentable if the condition of the law is such that he is liable to be punished by his parent for disobeying his orders in regard to his studies, and the teacher may lawfully chastise him for not disobeying his parent in that particular. And yet this was the precise dilemma in which the defendant's boy was placed by the asserted authority on the part of parent and teacher.

Now we can see no reason for denying to the father the right to direct what studies included in the prescribed course his child shall take. He is as likely to know the health, temperament, aptitude, and deficiencies of his child as the teacher, and how long he can send him to school. All these matters ought to be considered in determining the question what particular studies the child should pursue at a given term. And when the parent's wishes are reasonable, as they seem to have been in the present case, and the teacher by regarding them could in no way have been embarrassed, her conduct in not respecting the orders given the boy, was unjustifiable. If she had allowed the child to obey the commands of his father it could not possibly have conflicted with the efficiency or good order or well being of the school. The parent did not purpose to interfere with the gradation or classification of the school, or with any of its rules and regulations further than to assert his right to direct what studies his boy should pursue that winter. And it seems to us a most unreasonable claim on the part of the teacher to say the parent has not the right, and further to insist that she was justified in punishing the child for obeying the orders of his father rather than her own. Whence again, we enquire, did the teacher derive this exclusive and paramount authority over the child and the right to direct his studies contrary to the wish of the father? It seems to us, it is idle to say the parent by sending his child to school impliedly clothes the teacher with that power in a case where the parent expressly reserves the right to himself and refuses to submit to the judgment of the teacher the question as to what studies his boy shall pursue. We do not intend to lay down any rule which will interfere with any reasonable regulation adopted for the management and government of the public schools, or which will operate against their efficiency and usefulness. Certain studies are required to be taught in the public schools by statute. The rights of one pupil must be so exercised undoubtedly as not to prejudice the equal rights of others. But the parent has the right to make a reasonable selection from the prescribed studies for his child to pur-

sue, and this cannot possibly conflict with the equal rights of other pupils.

In the present case the defendant did not insist that his child should take any study outside the prescribed course. But considering that the study of geography was less necessary for his boy at that time than some other branches, he desired him to devote all his time to orthography, reading writing and arithmetic. The father stated that he thought these studies were enough for the child to take, and he said he was anxious the boy should obtain a good knowledge of arithmetic, in order that he might assist in keeping accounts. He wished to exercise some control over the education of his son, and it is impossible to say that the choice of studies which he made was unreasonable or inconsistent with the welfare and best interest of his offspring. And how it will result disastrously to the proper discipline, efficiency and well being of the common schools to concede this paramount right to the parent to make a reasonable choice from the studies in the prescribed course which his child shall pursue, is a proposition we cannot understand. The counsel for the plaintiff so insist in their argument, but, as we think, without warrant for the position. It is unreasonable to suppose any scholar who attends school can or will study all the branches taught in them. From the nature of the case some choice must be made and some discretion be exercised as to the studies which the different pupils shall pursue. The parent is quite as likely to make a wise and judicious selection as the teacher. At all events, in case of a difference of opinion between the parent and teacher upon the subject, we see no reason for holding that the views of the teacher must prevail, and that she has the right to compel obedience to her orders by inflicting corporal punishment upon the pupil.

The statute gives the school board power to make all needful rules and regulations for the organization, gradation and government of the school, and power to suspend any pupil from the privileges of the school for non-compliance with the rules established by them or by the teacher with their consent, and it is not proposed to throw any obstacle in the way of the furtherance of these duties. But these powers and duties can be well fulfilled without denying to the parent all right to control the education of his children.

These views are decisive of this case. Under the circumstances

the plaintiff had no right to punish the boy for obedience to the commands of his father in respect to the study of geography. She entirely exceeded any authority which the law gave her, and the assault upon the child was unjustifiable.

For these reasons the judgment of the circuit court must be reversed and a new trial ordered.

SYNOPSIS OF THE DECISION.

1. Where a father had directed his child, in attendance upon a public school in this state, to pursue only certain studies selected by the father from those required or permitted by law to be taught in such school, and actually taught therein, and had forbidden the child to pursue a certain other study, and this fact was known to the teacher of the school, such teacher was not authorized to *inflict corporal punishment* upon the child for the purpose of compelling it to pursue the study so forbidden by the father.

2. Where the teacher inflicted corporal punishment in such a case, and the father caused her to be prosecuted as for an assault and battery upon the child, he was not liable to the teacher for a malicious prosecution.

3. Whether the action for malicious prosecution will ever lie in a case where the prosecution was dismissed, on motion of the defendant therein, and without the consent of the complaining witness, is not here decided.

4. Our statutes give the school board in each district power to make all needful rules and regulations for the organization, graduation and government of the school, and to *suspend* any pupil from its privileges for non-compliance with reasonable rules established by the board, or by the teacher with his consent; and this decision is not designed to interfere with the performance of these duties.

REMARKS.

It will be gathered upon the first point made that the court decides it to be the law that a teacher in a public school cannot control the studies of a pupil if its father chooses, within the limitations named, to determine the matter himself.

Questions of precisely the same nature have not, within my experience, been sent to this office for official opinion, and such a question would not come before it on appeal. When it has been asked whether the pupil is obliged to submit to the rule of the school that certain classes shall at certain times engage in certain exercises, as for instance writing compositions, exercises upon the elementary sounds, etc., the question has been answered in the affirmative; and to the further question whether the parent may exempt his child from obedience to such rules, the reply has been in

the negative. For it has been held that the teacher must be allowed, in subordination of course to the laws and to the authority of the school board, to carry on the work of the school without dictation or interference on the part of individual residents in the district, whether parents or otherwise; and that while respectful attention should be given to any reasonable request of a parent as to the exemption of a child from a particular rule or exercise, to admit his right to dictate in the matter would introduce such a conflict of authority as would be subversive of the proper discipline and government of the school.

The case adjudicated is somewhat different. The law prescribes that certain branches shall be taught in the public schools: not, I should say, for the purpose of giving parents an opportunity to select therefrom for their children, but as the proper and essential branches of a common school education; and the teacher, in contracting to teach the school, is bound to teach these branches and not others in their place, or to their neglect. The fair presumption, I should have said, is, that the law intends that they are to be taught to all pupils—not all at once, of course, to youngest and oldest alike, but to all in due place and degree. Now, when a pupil is in that department or class, or, in other words, has arrived at that degree of advancement where it is proper and in accordance with the grade and classification of the school for him to take a certain study, while the parent should, of course, be permitted to ask as a favor that a child for reasons given may be exempted from a particular study for the time being, it seems incompatible not only with the proper discipline and success of the public schools but with the objects for which they are established, that the law governing in the matter should be such as to allow that each parent may diminish at pleasure the studies to be pursued by the child. If the right exists as to one study, it exists as to more, and if a number of pupils claim exemption, by the order or permission of parents, from various studies, on the plea of paying more attention to others, then the natural result would be, that as they must ordinarily recite in the organized classes in the studies which they do pursue, they will have idle time on their hands, the effect of which is not hard to predict. It is quite obvious, I think, from this and from other considerations, that such an outside right of exemption from study must interfere with the discipline and good order of the school.

But there is another aspect in which the matter is to be viewed. While I would not contend for compulsory attendance upon the public schools, yet the drift of modern opinion and legislation is to the effect that the state must require, as a measure of self-preservation, that children and youth receive at least a fair elementary education. To this end the state provides schools, and though she may not compel children to attend these schools, she may require that they shall in some way be properly instructed. Now if the law allows the parent to exempt the child in the school from certain studies, it allows him so far to interfere with what the law itself elsewhere prescribes, or should prescribe, in order to accomplish its end. If the exemption may be claimed temporarily, it may be claimed permanently.

A very respectable teacher, principal of a large graded school, has just called upon me and asked what he should do in the case of several large pupils in his department who claimed exemption from certain studies on this plea of paying more attention to others, remarking that the effect was bad, first upon the school, and in the second place upon themselves, and that the board would not help him. I was obliged to tell him that his hands were tied.

The teacher, as I understand the matter, is clothed with no arbitrary power, but is the agent of the school authorities, and is responsible to them and not to the individual parent. There is no privity of contract between the teacher and the parent. Of course I do not mean that the teacher is not amenable for any misconduct or abuse of authority whether in the school room or out.

Looking at the subject on these general grounds, and from the several standpoints of teacher, parent and school officer, I should have held, with the circuit court, that the teacher, not as an individual, but as the representative of the school authorities, is justified in requiring the pupil to attend to the usual studies of his class, and that if exemption is granted in any special case, it should be, not at the demand of the parent as a right, but with the consent of the board. And it is therefore unfortunate that the issue came in the particular form in which it did before the courts. This, of course, the courts could not control. But if the teacher, who very likely was young and inexperienced, had been thoughtful enough to refer the matter to the board, and the board had sustained the position that all pupils must take all the studies of the class unless exempted on request of the parent, as a favor, the

question of paramount authority would have been raised in a more satisfactory way, and the judgment of the higher court would have covered a broader ground.

The court further showed that a pupil may be suspended by the board for non-compliance with the rules of the school, and pointed out that the decision rendered does not interfere with the execution of this law. The statute also allows expulsion for persistent disobedience. It is presumed that the statute is not to be interpreted as precluding the infliction of any other punishment, or the enforcement of any other rules than those adopted by the board, or by the teacher with their consent. As a matter of fact, the board, in the country districts, most frequently makes no rules, and gives no formal consent to those made by the teacher. In other words, it simply neglects to act in the matter at all, but hires the teacher, puts her in the school-room, perhaps tells the scholars they "must mind," and leaves her to steer her way as best she can by the light of the school code, if there is one to be had, and the traditional usages to which she has been accustomed.

This decision will do much good in one way at least; it will call attention to the need of specific rules for the guidance of both teacher and pupil, and of a clearer understanding of the rights, the duties and the liabilities of parents, pupils, teachers and school officers. But more than this—the law being determined as indicated, in regard to the power of the parent, the question fairly arises whether some further legislation is not needed. This is a question upon which there is likely to be difference of opinion; but we are all aware that this is a transitional period in all matters of social science, and and not least so in all questions connected with public education.

Very truly yours,

J. B. PRADT.

TOWN HIGH SCHOOLS.

AN ACT IN AID OF FREE HIGH SCHOOLS.

(Passed by the State of Maine.)

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

SEC. 1. When any town shall have established and maintained a free high school as provided by this act, for at least ten weeks in any one year, such town, on complying with the conditions herein set forth, shall be entitled to receive from the state one-half the amount actually expended for instruction in said school, not however exceeding five hundred dollars from the state to any one town; *provided*, that no town shall be entitled to such state aid unless the appropriation and expenditure for such school on the part of said town, has been exclusive of the amounts required by law to be expended for common school purposes. Such state aid shall be paid from the state treasury on and after the first day of December of each year, upon certification by the governor and council as provided by section eight.

SEC. 2. Any town may establish and maintain not exceeding two free high schools; and when two such schools are maintained, shall be entitled to receive the same state aid as if the expenditures for both schools had been made for one school. Two or more adjoining towns may unite in establishing and maintaining a free high school, and both receive the same state aid as if such school had been maintained by one town. So long as any town shall decline to avail itself of the provisions of this act, a school district or union of districts in such town, may establish and maintain a free high school, and receive state aid the same as the town might have done; *provided*, that no more than two such free high schools shall be established in any town, and that the amount of state aid extended to the districts in any town shall not exceed the sum that the town

might have received. Two adjoining school districts in different towns may establish and maintain a union free high school, and with the consent of both towns, may receive a proportional part of such state aid, to be determined as provided by section eight, but in no case to exceed the amount that either town might have received. Towns shall receive in trust and faithfully expend donations and bequests made to aid in the maintenance of free high schools, and shall receive state aid in such cases to the same extent, and on the same conditions as if such schools had been established and maintained by taxation; *provided*, that no town shall be entitled to receive such state aid on any expenditure for a free high school or schools made from the funds or proceeds of the real estate of an academy or incorporated institution of learning, surrendered or transferred to such town for educational purposes.

SEC. 3. Any town, or union of towns or districts, voting to establish a free high school as herein provided, may locate the same permanently, or vote that the terms of said school be held alternately in such school districts within the town or town as may be selected, and as may accept said school. It shall be the duty of the district in which said free high school is thus held, to supply appropriate equipments for the same, and also to furnish and warm a suitable building; *provided*, that such district may use its district school-house for such free high school, when not required for ordinary school purposes.

SEC. 4. The course of study in the free high school contemplated by this act, shall embrace the ordinary academic studies, especially the natural sciences in their application to mechanics, manufactures and agriculture. Such school or schools, when established by any town or union of towns, shall be free to all the youth in such town or towns, on such attainments of scholarship as shall be fixed by the superintending school committee or committee having the supervision of said school or schools. When such school is established by any school district or union of school districts, it shall be free in the same manner to the scholars within such district or districts; and also open to scholars passing the required examination from without such district or districts, but within the town or towns in which said district or districts are situated, on the payment to the agent of the district in which such school is located, of such tuition, to be fixed by the superintending school committee or committees having the supervision of the same, as

shall be equivalent to the cost per scholar of maintaining such school, after deducting the aid extended by the state. Whenever, in the judgment of the superintending school committee or committees having the supervision of any free high school or schools, the number of pupils in the same may be increased without detriment, scholars from without the town or towns directly interested in such school or schools, may be admitted to the same on passing the required examination, and paying such tuition as may be fixed by said committee, to the treasurer of the town in which the school is kept, when such school is maintained by a town or union of towns, or to the agent of the district in which the school is kept, when such school is maintained by a district or union of districts.

SEC. 5. Free high schools established and maintained under the provisions of this act, shall be subject to the laws of the state relating to common schools so far as applicable, except as herein otherwise provided. When established and maintained by a town, such free high school or schools shall be under the supervision and entire management of the superintending school committee of such town. When established and maintained by a union of towns, such school shall be under the supervision and entire management of the superintending school committees of such towns, who shall constitute a joint board for that purpose. When established and maintained by any district or union of districts in the same town, such school shall be under the supervision of the superintending school committee of such town, and under the financial management of the agent of the school district in which the school is kept, who, in connection with said committee, shall employ the teacher or teachers for the same. When established and maintained by two districts in different towns, such school shall be under the supervision of the superintending school committees of such towns, who shall constitute a joint board for that purpose, and under the financial management of the agents of both districts, who, in common with said committees, shall employ the teacher or teachers for such school.

SEC. 6. Towns and school districts are hereby authorized to raise money for the purpose of establishing and maintaining free high schools, and erecting buildings and providing equipments for the same, in the same manner as provided by law for supporting common schools and erecting school-houses.

SEC. 7. Any town may from year to year authorize its superintend-

ing school committee to contract with and pay the trustees of any academy in said town, for the tuition of scholars within such town, in the studies contemplated by this act, under a standard of scholarship to be established by such committee; and the expenditure of any town for tuition in such academy shall be subject to the same conditions, and shall entitle such town to the same aid from the state as if said town had made such expenditure for a free high school.

SEC. 8. The superintending school committee or committees having the supervision of any free high school or schools, shall annually, before the first day of December, make return under oath, to the superintendent of common schools, on blanks prepared and sent out by him, of the amount appropriated and also the amount expended by each town or school district for instruction in such free high school or schools during the current year; also of the amount appropriated and the amount expended for common school purposes by each town or school district maintaining such free high school or schools; the number of weeks which such school or schools have been taught; the wages paid each teacher; the number of pupils registered; the average attendance; the number of pupils in each branch of study pursued; and the amount received for tuition. If the superintendent of common schools shall be satisfied that the provisions of this act have been complied with, he shall certify to the governor and council the sum which each town or district is entitled to receive from the state under this act. If any town or district is dissatisfied with the decision of the superintendent of common schools, such town or district may appeal to the governor and council. The governor and council shall issue a certificate to the treasurer of the town or agent of the district for such amount as they may adjudge such town or district is entitled to receive from the state treasury.

SEC. 9. This act shall take effect when approved.

Approved February 24, 1873.

FREE HIGH SCHOOLS.

The following circular was issued from the office of the State Superintendent of Maine to the several towns of that state, in May, 1873:

Why established? In the early history of the state, academies were established and endowed by the legislature to secure better facilities for a higher English and classical education than could possibly be afforded by the common schools. In process of time, some of these academies have become semi-colleges, placing themselves beyond the ordinary 'popular demand by fixed courses of study and increased expenses to students. Others have been merged into the city or town high school. The most of them have been unable, through limited funds, to secure or retain such a class of teaching ability as was needed. Consequently, numerous demands were made on the state to grant further aid. As such aid, given by the state as a whole, could have only a local application and benefit, and as these institutions were always *tuitional*, never *free* schools, it was decided to place the gifts of the state on a broad, general basis. The state, therefore, declining to make any *special* appropriations, says to each and all of the towns in the commonwealth, establish a free high school and the state will defray one half the cost of *instruction* in each school, under certain conditions expressed in the legislative enactment in aid of free high schools.

Conditions. The state pledges itself to pay one-half the expense for instruction in a free high school, meaning by this, only the board and wages of teachers, provided (1) that the sum thus paid by the state shall not exceed the sum of five hundred dollars in any town; (2) that the town or towns, district, union of districts or individuals, make special appropriation for payment of one half of cost of said instruction; (3) that such appropriation be exclusive of the amounts required by law for common school purposes; (4) that tuition shall be free to all pupils admitted from the town or towns, district or districts, making such appropriations; and (5) that no funds or proceeds of the real estate of an academy or incorporated institution of learning, surrendered or transferred to towns for educational purposes, shall be considered as part of the appropriation made by towns.

State aid, when paid. On or prior to December first of each year, towns must make certified returns to the State Superintendent of Common Schools, indicating (1) precise amount expended for *instruction* in said high school; (2) amount raised by special appropriation for free high school, and (3) a compliance with the general conditions above mentioned. This return, being properly vouched by the town officers, and approved by the State Superintendent, will be transmitted to the governor and council for inspection, and if accepted by these officers, a warrant on the state treasury will be issued by the governor in favor of the town treasurer or district agent, for such an amount as may be adjudged due in the several cases, payable in December of each year.

Grade of Admission. Although the proposed schools are termed high schools it is not expected that they will come up to the full grade of classical schools, or even the ordinary academy at first. They will be the peoples' high schools for a superior English and scientific education, excluding at first, simply all primary classes and affording the general culture demanded by the increasing business, manufacturing and mercantile wants of the times. While, therefore, the grade of admission of pupils to these rests virtually with the school officers of the several towns under the provisions of this act, with the advice and consent of the governor and council, the following *minimum* grade of admission has been established this year, indicating the line of division between the high school and any lower grade, and the basis upon which a certificate for payment of gratuity by the state will be issued. Of course, town committees can establish a higher grade of admission, according to the wants and wishes of the several communities where the schools are established. Examination is required in none but the branches specified by statute, and as follows:

Spelling.—First fifty pages of ordinary spelling book.

Reading.—Through the Third Reader, so called.

Writing.—At discretion; a fair hand.

English Grammar.—To syntax; Greene's Introduction.

Geography.—Through United States, Warren's Primary Geography.

Arithmetic.—Fundamental rules, common and decimal fractions.

History.—Nothing.

Physiology.—Nothing.

Bookkeeping.—Nothing.

Ten questions should be given in each of the first six branches enumerated. Pupils answering seventy-five per cent. in each branch should be entitled to admission. These schools are intended as the American Free High Schools for the people, and the grade of admission should not be so high as virtually to exclude the more advanced pupils in the public schools, nor so low as to make them simply "primary" or common schools of a low grade. The good judgment of the town officers, in whose care, practically, these schools are placed, will undoubtedly suggest a standard of admission wisely adapted to secure the interest and confidence of parents and the highest welfare of the pupils.

What studies best be pursued. The free high school, forming a part of the public school system, which was established for self-preservation, for citizenship, and the common courtesies and refinements of life, it seems proper to suggest the following branches of study as of primary importance to the manufacturing and business interests of the state:

SPELLING,	-	{ Oral and Written. }	Whole school, once a day, using spelling book, dictionary, reading book, newspapers and periodicals. Spelling matches.
READING,	-	{ Elementary Sounds. Voice building. General rules. Practice. }	Fourth or Fifth Readers, all in one class. Selections from newspapers and periodicals. Reading, recitations and declamations by all the pupils.
WRITING,	-	{ Imitation of copies from books or charts. Elements of small and capital letters. Aim after a good fair business penmanship. Writing letters, proper folding and superscription. }	
DRAWING,	-	{ Free hand. Linear. } { Mechanical. }	{ Copying. Original designing. }
GEOGRAPHY,		{ Political. Physical. Mathematical. }	{ Relations of earth to man. Relations of earth to nature and natural laws. Relations of earth to the solar system. }
			Test classes on shipping lists, imaginary voyages and travels, with description of places and peoples. Map drawing.
ARITHMETIC,		{ Mental. } { Written. }	{ Facility and accuracy in mental computations. Clinch principles by original examples in practical matters. Single entry accounts. }

BOOKKEEPING,	{	Single and Double entry.	
GEOMETRY, -	{	Plane Geometry. Trigonometry. Surveying. Navigation.	
ENGLISH GRAM- MAR,	{	Study of text book. Correction of common errors. Class criticisms. Letter writing and composition. English Literature. Study of standard authors.	
HISTORY, -	{	Manual of universal history. United States, partly in connection with Geogra- phy; not dates and forms merely, but underly- ing principles of human society.	
SCIENCE OF GOVERNMENT,	{	Governments in general. Constitution of United States and of Maine. Citizens' Manual.	
PHYSIOLOGY,	{	Human and comparative Anatomy. Hygiene. Laws of health and life.	
PHYSICS, -	{	Chemistry. Natural Philosophy, Mechanics. Botany. Mineralogy.	} Object Lessons.
MORALS AND MANNERS,	{	Social duties. Moral obligations. Fundamental truths of Christianity.	

To the above course (in certain localities), may be added the higher mathematics, modern and ancient languages, and belles-lettres.

TOWN HIGH SCHOOLS.

BY W. H. CHANDLER, SUN PRAIRIE.

One of the most frequent and most urgent inquiries, which is made in connection with the common school work is, "In what way can provision be made for instruction of our children, after they have completed what they can be furnished in the district school?" This question recognizes a widely and deeply felt need of schools of a higher grade, that shall do the work of the academy, as it is found in Eastern and Middle States, and yet shall be so accessible *as to render it unnecessary to send children away from the immedi-*

ate supervision of parents, at a very early age, or to subject parents to the inevitable and considerable expense incident to support away from home.

Some have sought and looked for a solution of this question in the establishment of county academies. Propositions looking to this end have been agitated in the legislatures of former years, and a bill has been proposed at the present, providing for authority for counties to establish such schools, to be managed by a board of trustees elected by the people, and to which encouragement shall be given by apportionment from funds to be obtained by direct tax upon the whole state.

The objections attendant upon this scheme are:

1st. The difficulty which would arise in many counties in determining the location for such a school.

2d. The fact that it would not obviate very largely the necessity of supporting pupils away from home.

3d. No number of such schools as the county would be likely to provide, would accommodate all needing such instruction as they would afford, and the probability that they would soon become very local in their benefits.

These are not insuperable objections, but it is feared they are sufficiently formidable to deter many localities from making the experiment for a long time, and it is something to meet a *present* and *pressing* want that is called for.

Some have looked for help in what is known as the "Township District" system, a law permitting the adoption of which, and providing for work under it, is already upon our statute book. It has seemed to me that this has given better promise of good in the direction sought than any other project yet devised. But very little attention or thought has been given to it, however, as far as I have been able to learn, and not a single town in Dane county, as far as I know, has even taken the pains to appoint a committee to inquire and report upon the advisability, expense or practicability of adopting that system.

In one town, however, in this Superintendent District, an experiment is being tried informally, by some of its citizens, that illustrates how easily, cheaply and efficiently the system might be made to work. I want to make mention of it here, by way of preface to one or two suggestions upon the matter.

In the town of York they have a modest Town House, which of

course the town has no use for except upon three or four days in the year. The use of this was secured, and it was fitted up with seats to accommodate twenty-five or thirty students, not with expensive patent furniture, but comfortably and substantially. Blackboard and Dictionary were supplied; a teacher—Mr. Hicks, of the state University—was engaged, and the school was opened. The students are from several different school districts in the town. Reading, spelling, arithmetic, grammar, algebra, geography, history of the United States and penmanship are taught, the school being arranged in two grades. The patrons of the school share equitably the expense; this will not exceed eight dollars per scholar for a term of three months, which includes, of course, the expense of fitting up the room. Scholars all board at home, the distance from any part of the town not being so great as to prevent this on the part of pupils of sufficient age to attend such a school. By this means, observe, these pupils are obtaining thorough and systematic instruction in advanced studies, which it would be impossible for them to obtain at the hands of the district school teacher, however competent, with the multiplicity and variety of duties imposed upon him. The district schools are relieved of classes in these higher branches, and thus are enable to devote more time and thought upon elementary instruction—give more thorough drill upon the fundamental principles and facts which underlie and make possible all future proficiency. The country schools have thus, largely, the benefit of a graded system of schools, and there is no reason why, under such an arrangement, all who desire may not prepare for the State University as well as at the village or city graded school.

The *cost*, though apportioned among only *twenty-five*, is insignificant—less than the sum each student taking preparatory studies at the University pays per term *for room rent alone*.

The suggestion I wish to make in reference to this matter is this: Whatever is practicable in this matter in the town of York, is practicable in almost every town. The success of this experiment, thus made under limited conditions, assures me that such an experiment, made under less limited and more systematic conditions, provided in the township district plan, would, in ninety-nine cases in every one hundred, work so admirably as to commend itself to the judgment of the originators as a great step in the right *direction*.

Every town ought to have a town house; very few now have them. Would it not be wise for every town, at the next town election, at least to appoint a committee to inquire fully into the merits of the township system and report upon the matter.— *Wisconsin Journal of Education*, March, 1873.

PUBLIC HIGH SCHOOLS.

[From Illinois School Report, 1871-2, of Hon. Newton Bateman, Sup't Pub. Instruction.]

Resuming the consideration of those changes in the law whose effect will, it is believed, be beneficial, prominent mention should be made of the provisions in section thirty-five, for the establishment and support of township high schools, for the education of the more advanced pupils. The mode of procedure is simple: Upon petition of fifty voters of the township, the question is first to be submitted to a vote of the people at some stated election of trustees; if a majority of the votes cast are in favor of a high school, it becomes the duty of the trustees to select an eligible and convenient site, and establish thereon a township high school. The management and control of the school vests in the board of trustees, who are clothed with all the powers and charged with all the duties of school directors, in respect to such township high school — the township itself being, in law, a school district, for the special purposes named. No new offices are created; no additional machinery is required. If the citizens of a township desire a high school, where their children can pursue the more advanced studies, they have but to attend the election and vote for it. The trustees thereupon become *ex-officio* directors for such high school, with ample powers, and the thing is done.

The advantages afforded by this provision are so great and obvious, that a marked increase in the number of good public high schools is confidently anticipated. It brings the means of higher instruction to the very doors, as it were, of the people. It saves the expense, and the moral and social risks, incident to boarding schools, and other institutions remote from the salutary restraints of home. It plants in the midst of every township adopting the plan, a school, the influence of which will, in time, favorably affect the tone of society, and nearly every interest of the community, not excepting the value of real estate and other property; for it will

invite those who seek homes where they can educate their children without being parted from them — families of means, intelligence and refinement — whose coming is a blessing to any community. It will powerfully tend to equalize the educational facilities of the state, which are now overwhelmingly in favor of cities and villages.

STATISTICAL TABLES.

TABLE No. I.

APPORTIONMENT OF SCHOOL FUND INCOME IN 1874.

The following apportionment was made in June last, on the returns made for the school year ending August 31, 1873. The rate was 42 cents per scholar. The amount received by the cities is included:

COUNTIES.	No. of Children.	Apportionment.
Adams	2,558	\$1,074 36
Ashland.....	200	84 00
Barron	885	161 70
Bayfield.....	153	64 26
Brown.....	11,600	4,872 00
Buffalo.....	4,872	2,046 24
Burnett	362	152 04
Calumet.....	5,559	2,334 78
Chippewa.....	2,938	1,233 96
Clark.....	1,629	684 18
Columbia	10,899	4,577 58
Crawford.....	5,895	2,475 90
Dane.....	20,590	8,647 80
Dodge	17,680	7,425 60
Door	2,888	1,002 96
Douglas.....	341	143 22
Dunn	4,255	1,787 10
Eau Claire.....	4,081	1,693 02
Fond du Lac.....	19,188	8,058 96
Grant	14,633	6,145 86
Green.....	8,863	3,722 46
Green Lake.....	5,319	2,233 98
Iowa	10,473	4,398 66
Jackson.....	3,630	1,524 60
Jefferson	14,872	6,246 24
Juneau.....	5,850	2,247 00
Kenosha	5,218	2,191 56
Kewaunee	5,293	2,228 06
La Crosse	7,858	3,300 36
La Fayette.....	9,200	3,864 00
Manitowoc	15,564	6,536 88
Marathon	2,719	1,141 98
Marquette.....	3,348	1,406 16

TABLE NO. I.—*Apportionment of School Fund Income—con.*

COUNTIES.	No. of Children.	Apportion- ment.
Milwaukee	86,945	\$15,516 90
Monroe.....	7,421	3,116 82
Oconto	3,345	1,404 90
Outagamie.....	8,981	3,772 02
Ozaukee	7,419	3,115 98
Pepin	2,017	847 14
Pierce	4,929	2,070 18
Polk	1,929	810 18
Portage	4,559	1,914 78
Racine	9,774	4,105 68
Richland	6,699	2,813 58
Rock	13,713	5,759 46
St. Croix	4,820	2,024 40
Sauk	9,352	3,927 84
Shawano	1,545	648 90
Sheboygan	13,669	5,740 98
Trempealeau	4,764	2,000 88
Vernon.....	8,844	3,504 48
Walworth	9,233	3,877 86
Washington ..	10,319	4,333 98
Waukesha	10,589	4,447 38
Waupaca	6,567	2,758 14
Waushara	4,884	2,051 28
Winnebago	14,444	6,066 48
Wood	1,823	765 66
Totals.....	485,947	\$183,097 74

TABLE No. II.
DISTRICTS, CHILDREN AND SCHOOL ATTENDANCE.
BY COUNTIES.

[In the tables "by counties," independent cities are not included. The statistics of such cities are placed by themselves in a subsequent series of tables.]

COUNTIES.	Whole number of School Dis-	tricts in the county.	Number of Districts which	have reported.	Whole number of parts of	Districts in the county.	Number of parts of Districts	which have reported.	Number of Male children	over 4 and under 20 years	of age.	Number of Female children	over 4 and under 20 years	of age.	Whole number over 4 and	under 20 years of age in	Number over 4 and under 20	years in Districts main-	taining school 5 or more	months.	Number of days school has	been taught by qualified	teachers during the year.	Number over 4 and under 20	years who have attended	school.	Number under 4 years who	have attended school.	Number over 20 years who	have attended school.	Total number of different	pupils who have attended	school during the year.	Number of days attendance	of pupils over 4 and under	20 years.	Number of days attendance	of pupils under 4 years.	Number of days attendance	of pupils over 20 years.	Total number of days attend-	ance of different pupils dur-	ing the year.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Adams.....	42	42	38	38	38	1,351	1,205	2,556	2,530	10,213	2,008	5	15	2,028	127,529	65	345	127,939	23,692	403,088	261,676	6,545	1	201	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18	3,512	260,836	3,512	18

TABLE No. II.—Districts, Children and School Attendance—continued.

COUNTIES.	Whole number of School Dis- tricts in the county.	Number of Districts which have reported.	Whole number of parts of Districts in the county.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in county.	Number over 4 and under 20 years in Districts main- taining school 6 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils dur- ing the year.
Dodge, 2d	65	65	53	52	4,532	4,411	8,943	8,943	16,015	4,166	6	23	4,189	300,620	1	1,036	301,657
Door	39	37	3	3	1,360	1,332	2,692	2,558	5,172	1,630	30	9	1,654	104,819	897	1,181	105,897
Douglas	2	2	.....	.....	170	154	324	324	10,355	261	.....	.....	261	28,815	.....	.....	28,815
Dunn	70	70	14	14	2,280	2,239	4,521	4,467	10,355	3,488	2	35	3,525	209,788	23	1,434	211,245
Eau Claire	45	45	12	12	2,278	2,213	4,491	4,313	7,061	2,985	7	26	3,018	250,495	604	1,199	252,908
F'd du Lac, 1st	90	90	53	53	3,756	3,494	7,250	7,202	19,397	5,134	5	18	5,272	398,442	76	622	400,012
F'd du Lac, 2d	75	75	18	18	3,376	3,141	6,517	6,517	12,749	3,801	11	52	3,864	278,285	139	328	278,742
Grant	213	210	48	48	8,024	7,573	15,597	15,527	29,885	10,735	17	40	10,803	778,524	237	1,693	780,454
Green	96	96	53	53	4,246	4,166	8,412	8,412	23,527	7,077	9	38	7,124	559,884	133	1,126	561,143
Green Lake	41	41	52	51	2,086	2,111	4,197	4,197	13,139	3,266	.....	.....	3,266	187,960	.....	.....	187,960
Iowa	106	104	31	32	4,510	4,193	8,703	8,592	14,510	5,817	27	39	5,880	349,991	393	974	351,358
Jackson	59	59	22	20	2,018	1,826	3,844	3,693	8,816	2,354	6	10	2,400	170,820	17	246	176,083
Jefferson	171	171	85	85	5,799	5,422	11,221	11,221	23,356	7,054	10	28	7,092	504,132	292	1,233	505,057
Juneau	69	69	39	39	2,963	2,827	5,790	5,714	1,375	4,470	5	70	4,545	306,014	106	1,131	307,251
Kenosha	61	60	27	27	1,702	1,631	3,333	3,333	11,442	2,082	1	22	2,105	158,785	5	791	164,515
Kenosha	46	46	10	10	2,967	2,789	5,756	5,319	7,761	2,632	30	3	2,665	251,708	22	22	254,308
La Crosse	55	54	26	26	2,402	2,226	4,628	4,628	10,368	3,070	6	26	3,102	203,867	113	1,127	203,610
La Fayette	102	102	45	45	4,646	4,501	9,147	9,142	21,103	6,500	8	11	6,519	460,631	293	3,087	461,232
Manitowoc	86	86	43	43	8,152	8,105	16,257	16,051	15,511	7,875	10	17	8,002	607,493	159	639	608,292
Marathon	56	56	6	6	1,224	1,176	2,400	2,363	7,109	1,312	.....	2	1,217	85,594	.....	132	85,726
Marquette	46	46	39	39	1,838	1,705	3,543	3,528	9,734	2,095	8	5	2,108	135,073	322	191	135,586

Milwaukee, 1st	27	27	16	16	2,107	2,072	4,179	4,179	7,192	2,199	4	8	9,206	171,361	100	165	171,626
Milwaukee, 2d	31	30	4	4	1,856	1,801	3,657	3,657	5,241	1,761	7	29	1,770	133,516	49	177	133,690
Monroe	89	88	53	53	4,101	3,612	7,713	7,713	17,815	5,653	18	2	5,700	416,677	373	1,666	418,677
Oconto	31	29	...	...	1,360	1,218	2,578	2,578	4,586	1,629	10	9	1,648	139,158	178	503	139,889
Ozaukee	81	81	19	19	3,799	3,562	7,361	7,361	14,278	4,887	7	4	4,898	313,055	20	57	313,183
Pepin	59	59	11	11	3,799	3,562	7,361	7,361	14,278	4,887	7	4	4,898	313,055	20	57	313,183
Pierce	27	27	11	11	1,053	1,049	2,102	2,102	4,823	1,586	1	17	3,818	206,950	771	42	207,763
Polk	76	76	40	40	2,855	2,607	5,462	5,462	14,781	3,859	18	21	3,898	87,400	33	782	88,214
Portage	46	45	5	5	1,175	1,036	2,211	2,211	6,139	1,361	6	63	1,430	222,902	283	922	223,207
Racine	74	74	30	30	2,420	2,389	4,809	4,809	11,874	3,196	8	16	3,113	68,681	137	441	69,260
Richland	56	56	45	45	2,958	2,697	5,655	5,655	15,094	3,247	1	9	3,257	223,617	54	511	224,132
Rock, 1st	122	120	48	48	3,499	3,351	6,850	6,850	15,550	5,434	11	60	5,505	267,496	97	442	268,035
Rock, 2d	61	61	54	54	2,452	2,313	4,765	4,765	17,505	3,647	11	21	3,679	339,869	126	2,446	342,441
St. Croix	54	54	65	65	2,339	1,983	4,322	4,322	17,710	3,296	5	17	3,318	270,663	383	501	271,547
Sauk	72	69	25	25	2,337	2,196	4,533	4,533	12,201	2,580	12	16	3,150	236,057	87	638	237,693
Shawano	139	128	70	70	5,086	4,879	9,965	9,965	24,558	7,264	5	28	7,297	181,119	136	465	182,593
Sheboygan	32	32	3	3	1,034	876	1,910	1,910	4,086	964	2	...	927	51,367	93	76	51,594
Trempealeau	91	91	50	49	5,828	5,546	11,374	11,374	20,726	6,533	6	29	6,538	490,585	94	1,408	492,087
Vernon	60	60	23	22	2,716	2,505	5,221	5,221	10,418	3,257	2	30	3,128	201,918	85	927	202,906
Washington	120	120	59	59	4,495	4,071	8,566	8,566	21,167	5,698	9	65	5,772	323,485	58	2,722	326,265
Waushara	96	96	79	79	4,757	4,609	9,366	9,366	25,614	6,810	3	21	6,834	590,873	25	889	590,873
Winnebago	78	78	62	62	5,237	5,048	10,285	10,285	18,873	5,226	3	...	5,229	374,666	16	134	374,819
Wood	70	70	117	117	5,580	5,418	10,998	10,998	17,899	7,071	15	31	7,159	518,536	409	1,073	520,520
	83	82	39	39	3,607	3,346	6,953	6,953	15,842	4,511	8	13	4,532	303,041	40	585	303,666
	62	62	67	64	2,435	2,227	4,662	4,662	17,026	3,396	18	20	3,432	232,119	229	718	232,066
	99	98	47	44	3,857	3,722	7,579	7,579	18,633	5,982	14	24	5,492	371,514	295	875	372,000
	30	29	2	2	687	702	1,389	1,389	4,010	949	...	...	949	80,797	...	...	80,797
Total	4276	4240	2191	2153	189,260	179,041	368,301	364,174	799,782	256,982	497	1,280	237,509	16,867,785	12,200	46,262	17,043,596

TABLE No. III.
SCHOOLS, TEACHERS, WAGES, LIBRARIES, ETC.
BY COUNTIES.

COUNTIES.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Highest Wages paid.	Number of Schools visited by County Superintendent during the year.	Number of different visits made.	Number of Addresses or Lectures delivered by him.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Adams	2	.....	65	120	\$28 64	\$21 45	\$40 00	62	125	.....	.....	.....	.....	\$50 00
Ashland	.....	.....	.....	.....	.....	.....	100 00	1	3	.....	.....	.....	.....	.....
Barron	.....	.....	36	51	32 16	29 72	37 00	30	96	42	.....	.....	.....	.....
Bayfield	.....	.....	1	1	80 00	.....	80 00	1	.....	.....	.....	.....	.....	.....
Brown	.....	1	92	119	45 15	27 73	80 00	81	158	158	168	.....	.....	60 00
Buffalo	1	2	80	113	44 46	30 71	45 42	75	104	.....	171	\$136 25	413	413 00
Burnett	.....	.....	4	7	35 00	30 50	40 00	4	8	.....	.....	.....	.....	.....
Calumet	1	.....	70	99	44 41	24 35	88 88	54	75	.....	20	33 24	331	348 73
Chippewa	1	1	70	103	53 60	37 09	129 72	37	41	.....	.....	.....	416	446 00
Clark	.....	.....	53	86	39 77	30 60	75 00	44	78	.....	.....	.....	260	485 00
Columbia	5	3	149	251	41 23	23 41	40 00	130	.....	.....	35	8 40	446	458 05
Crawford	1	1	85	137	39 28	26 20	70 00	22	16	54	.....	34 42	.....	14 45
Dane, 1st dist.	1	2	109	182	41 10	26 30	74 00	98	189	.....	.....	.....	306	192 00
Dane, 2d dist.	1	2	147	240	40 16	24 37	94 44	133	234	4	.....	.....	904	879 00
Dodge, 1st dist.	5	2	111	189	40 45	22 82	75 00	93	159	137	10	17 00	604	676 00

Dodge, 2d dist.	7	8	84	150	43 01	26 53	120 00	40	40	80	.....	610	890 00
Door.....	.....	1	41	61	40 25	26 40	73 50	37	84	.....	.....	.....	8 00
Douglas.....	2	1	6	8	105 00	35 84	150 00	6	22	.....	.....	.....	150 00
Dunn.....	.....	1	92	149	40 44	82 75	120 00	46	69	.....	.....	62	96 00
Eau Claire.....	.....	4	66	176	59 47	82 13	175 00	40	92	.....	.....	101	245 00
Fond du Lac, 1st dist.	2	4	103	176	42 00	26 32	100 00	102	223	.....	.....	144	40 00
Fond du Lac, 2d dist.	1	.....	79	122	39 83	24 36	43 90	69	144	.....	.....	200	196 00
Grant.....	6	8	243	367	45 23	28 08	133 00	94	104	.....	.....	249	320 00
Green.....	6	8	154	265	35 00	22 00	140 00	139	175	.....	.....	296	335 00
Green Lake.....	6	.....	73	133	37 27	24 00	52 00	71	142	.....	.....	.....	.....
Iowa.....	7	1	131	203	35 57	23 20	50 00	47	47	.....	.....	154	99 00
Jackson.....	.....	1	72	113	39 10	28 96	150 00	59	98	.....	.....	16	20 00
Jefferson.....	10	5	152	233	38 98	24 39	70 00	136	139	.....	.....	323	381 00
Juncos.....	2	8	101	163	43 15	23 52	111 11	85	145	.....	.....	343	339 50
Kenosha.....	1	.....	62	104	41 31	29 64	60 00	61	137	.....	.....	388	270 00
Kewaunee.....	.....	2	54	63	36 66	23 23	60 00	43	.....	.....	.....	.....	.....
La Crosse.....	3	1	71	121	38 84	30 06	80 00	67	126	.....	.....	94	63 50
La Fayette.....	2	2	185	223	41 25	23 67	100 00	41	41	.....	.....	328	220 00
Manitowoc.....	3	4	129	160	49 51	31 72	120 00	92	125	.....	.....	459	642 00
Marathon.....	1	.....	57	72	41 46	32 00	50 00	52	23	.....	.....	233	266 03
Marquette.....	3	.....	60	91	22 55	21 33	60 00	57	116	.....	.....	85	67 00
Milwaukee, 1st dist.	2	1	42	55	48 84	29 98	60 00	85	70	.....	.....	895	784 00
Milwaukee, 2d dist.	2	.....	37	53	54 76	31 90	70 00	31	70	.....	.....	94	81 00
Monroe.....	.....	2	127	228	40 68	25 46	200 00	91	142	.....	.....	8	7 85
Oconto.....	.....	2	36	48	63 10	36 89	80 00	31	72	.....	.....	8	8 00
Ooutagamie.....	1	.....	95	161	39 51	28 94	52 50	94	167	.....	.....	88	89 00
Ozaukee.....	6	1	65	77	46 75	23 48	100 00	63	64	.....	.....	757	903 89
Pepin.....	1	1	39	63	40 64	29 00	75 00	15	21	.....	.....	7	60 00
Pierce.....	.....	2	96	173	41 64	30 27	106 25	64	.....	.....	.....	16	35 00
Polk.....	1	.....	50	75	38 42	33 10	50 00	79	79	.....	.....	137	190 00
Portage.....	2	1	91	134	46 00	27 00	155 55	80	144	.....	.....	163	165 25
Racine.....	3	1	82	130	42 95	27 42	90 00	75	145	.....	.....	956	438 00
Richland.....	2	1	125	225	31 23	21 55	80 00	84	95	.....	.....	7	4 25
Rock, 1st dist.	1	2	89	165	42 34	23 91	133 33	81	150	.....	.....	674	481 00
Rock, 2d dist.	6	2	99	177	38 25	26 83	46 75	87	191	.....	.....	1,061	483 00
St. Croix.....	2	.....	82	142	44 50	33 50	60 00	72	112	.....	.....	233	245 00

TABLE No. III.—Schools, Teachers, Wages, Libraries, etc.—continued.

COUNTIES.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average Wages of Male Teachers per month.	Average Wages of Female Teachers per month.	Highest Wages paid.	Number of Schools visited by County Superintendent during the year.	Number of different visits made.	Number of Addresses or Lectures delivered by him.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Sauk	5	4	179	275	\$39 76	\$26 76	\$144 44	123	154	29	10	\$40 00	906	\$909 90
Shawano	1	1	34	43	33 20	25 70	.....	15	.....	.....	.....	.....	.....	5 00
Sheboygan	5	3	128	198	43 73	26 41	100 00	61	103	2	12	30 50	671	439 78
Trempealeau	1	1	78	130	38 80	28 78	80 00	60	113	113	3	1 50	155	131 00
Vernon	2	1	144	240	33 10	23 05	75 00	110	144	111	.....	.....	.....	.....
Walworth	5	7	160	271	50 70	27 60	125 00	117	252	.....	.....	.....	.....	.....
Washington	1	3	114	143	33 28	24 40	65 00	87	87	.....	4	20 00	413	307 25
Waukesha	6	4	138	241	48 39	27 71	.....	90	.....	6	.....	.....	.....	533 00
Waupaca	3	3	126	191	39 96	26 59	100 00	84	154	.....	34	25 00	197	171 00
Waushara	3	.....	90	167	31 75	21 40	53 50	89	203	.....	.....	.....	84	180 00
Winnebago	2	5	108	180	57 60	27 30	70 00	97	47	.....	.....	.....	.....	.....
Wood	1	.....	31	48	41 28	31 20	65 00	27	43	.....	.....	.....	8	20 00
Total	143	107	5,523	8,709	\$47 44	\$32 13	\$200 00	4,194	6,191	1,389	776	\$800 77	16,157	\$14,657 43

TABLE NO. IV.
SCHOOL HOUSES, SITES, APPARATUS, ETC.
BY COUNTIES.

COUNTIES.	No. of school houses in the county.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. furnished with sufficient black board.	No. of joint districts (with school houses in a certain town.)
Adams	63	2,539	49	10	.....	46	37	35	10	14	37	19
Ashland	3	43	2	1	.....	2	3	3	.....	1	3	.....
Barron	21	670	11	1	.....	16	11	4	29	1	12	11
Bayfield	1	100	1	1	.....	1	1	1	1	1	1	.....
Brown	78	5,365	50	24	3	57	47	55	11	8	3	8
Buffalo	73	3,831	48	12	3	56	37	47	25	32	19	17
Burnett	4	380	1	2	.....	2	3	3	.....	4	4	.....
Calumet	64	4,198	51	23	3	48	44	31	.....	28	11	10
Chippewa	63	2,392	56	24	.....	55	44	49	33	24	18	3
Clark	51	2,198	32	15	1	39	27	36	20	23	30	9
Columbia	147	8,797	110	50	10	118	103	110	62	65	2	40
Crawford	68	3,684	37	11	5	50	20	42	24	15	.....	18
Dane, 1st district	104	5,211	78	55	26	83	74	63	13	39	12	37
Dane, 2d district	136	7,369	103	47	29	100	84	50	25	74	1	36
Dodge, 1st district	102	6,147	91	27	15	80	69	63	23	23	21	28
Dodge, 2d district	91	5,748	79	24	18	75	59	77	13	13	4	31
Douglas	41	1,730	20	8	.....	32	24	32	16	9	20	3
Douglas	3	296	1	1	.....	3	3	3	2	2	3	.....

TABLE No. IV.—*School Houses, Sites, Apparatus, etc.*—continued.

COUNTIES.	No. of school houses in the county.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with out-line maps.	No. furnished with sufficient black board.	No. of joint districts (with school houses in certain towns.)
Dunn	83	3,629	57	12	...	56	39	27	12	51	3	13
Eau Claire	50	3,142	36	8	2	35	36	39	11	32	4	5
Fond du Lac, 1st district	93	5,832	77	51	8	74	63	78	40	39	35	31
Fond du Lac, 2d district	77	5,050	72	21	9	59	67	60	15	45	50	14
Grant	216	14,125	136	61	40	173	120	164	41	51	...	45
Green	133	8,545	100	44	31	107	65	97	31	53	59	32
Green Lake	68	4,114	55	18	8	56	41	41	7	10	26	25
Iowa	122	6,422	82	19	14	91	44	68	20	21	...	18
Jackson	65	3,248	49	13	1	43	43	40	19	19	24	11
Jefferson	131	8,451	104	52	62	97	82	86	23	34	51	43
Juneau	88	4,297	63	18	...	65	47	75	37	24	50	18
Kenosha	60	2,873	56	25	3	43	38	40	8	29	34	20
Kewaunee	50	3,555	39	15	...	44	27	36	8	9	...	5
La Crosse	67	3,801	42	21	7	49	40	41	20	25	24	12
La Fayette	117	7,426	69	48	21	98	64	87	33	39	43	24
Manitowoc	107	9,898	87	27	7	91	72	68	23	58	31	22
Marathon	54	2,583	37	14	...	40	20	25	20	36	36	5
Marquette	57	3,020	42	11	...	45	30	31	14	9	2	15
Milwaukee, 1st district	35	2,851	31	18	9	30	24	34	20	20	34	7
Milwaukee, 2d district	33	2,190	31	16	8	27	26	27	10	19	10	2
Monroe	117	6,228	93	98	2	83	66	65	16	15	10	26
Oconto	35	1,786	25	13	...	29	23	29	5	19	13	...
Outagamie	92	5,226	72	42	1	73	66	72	23	41	40	13
Ozaukee	58	4,690	52	22	30	48	34	44	13	32	58	7

Pepin	35	2,065	17	19	4	25	28	20	11	10	.....	2	0
Pierce	97	4,259	68	17	.....	56	38	5	8	28	.....	2	18
Polk	47	1,476	11	10	.....	37	31	32	-0	36	.....	4	3
Portage	62	4,282	58	17	.....	62	59	51	17	25	.....	43	21
Racine	77	4,190	69	37	.....	53	51	33	19	30	.....	20	20
Richland	123	5,969	109	23	2	82	62	98	55	32	.....	35	22
Rock, 1st district	81	4,365	60	32	38	08	56	64	31	23	.....	59	24
Rock, 2d district	87	4,439	63	44	14	65	58	54	28	34	.....	53	32
St. Croix	82	3,606	43	36	2	68	55	63	19	46	.....	63	14
Sauk	162	8,530	119	43	13	105	95	110	61	76	.....	20	40
Shawano	84	1,571	11	5	1	22	7	11	.....	8	.....	26	.....
Sheboygan	113	7,945	106	27	6	94	71	69	35	37	.....	9	23
Trempealeau	73	2,941	36	22	2	51	39	52	16	28	.....	12	12
Vernon	140	6,864	118	18	2	96	53	106	38	84	.....	68	38
Walworth	127	8,178	106	56	24	95	91	104	60	49	.....	58	38
Washington	104	8,245	92	17	41	89	70	76	26	24	.....	90	35
Waukesha	120	8,067	95	41	38	86	80	88	41	57	.....	.....	49
Waupaca	98	5,942	81	25	3	74	52	52	28	61	.....	24	21
Waushara	88	4,157	63	12	2	64	55	64	37	45	.....	.....	31
Winnebago	101	6,979	85	51	17	79	74	64	42	41	.....	11	40
Wood	28	1,047	17	10	.....	25	19	18	1	10	.....	12	1
Totals	4,981	289,174	3,742	1,494	605	3,706	8,025	3,311	1,367	1,850	1,404	1,100	

TABLE No. V.

SCHOOL HOUSE PROPERTY.

BY COUNTIES.

COUNTIES.	Highest valuation of the school house and site.	Cash value of school houses in the county	Cash value of sites.	Cash value of appraisals, etc.
Adams	\$2,225	\$16,668	\$1,067	\$579
Ashland.....	8,500	5,000	1,000	75
Barron.....	1,201	4,841	110	51
Bayfield.....	8,000	2,500	500	.....
Brown	11,000	81,408	3,927	1,698
Buffalo	7,000	43,475	3,197	2,412
Burnett.....	.....	2,800	30	25
Calumet	6,000	31,520	3,056	1,472
Chippewa	6,000	29,160	7,685	1,015
Clark	16,000	31,507	4,082	1,237
Columbia	3,400	79,775	6,789	2,522
Crawford.....	7,400	19,404	2,093	1,444
Dane, 1st dist.....	6,000	56,180	3,877	1,626
Dane, 2d dist.....	3,700	75,987	5,494	3,712
Dodge, 1st dist.....	3,750	48,479	4,758	1,917
Dodge, 2d dist.....	12,800	62,945	5,752	1,572
Door	4,500	12,505	2,618	856
Douglas.....	13,900	11,570	7,500	100
Dunn	14,000	36,570	6,421	1,958
Eau Claire	20,000	66,470	11,169	1,473
Fond du Lac, 1st dist.....	8,000	57,733	6,030	1,885
Fond du Lac, 2d dist.....	1,700	33,530	3,690	1,596
Grant	20,400	168,690	11,195	4,107
Green.....	2,500	105,225	9,252	2,097
Green Lake.....	4,500	32,415	3,185	508
Iowa	3,000	43,280	5,235	1,607
Jackson	26,000	35,575	3,185	555
Jefferson	13,000	132,857	10,461	3,890
Juneau	8,575	35,035	3,650	1,060
Kenosha	2,500	28,855	2,732	1,443
Kewaunee.....	6,760	15,580	2,460	1,492
La Crosse.....	4,500	32,595	3,124	1,761
La Fayette.....	33,100	109,932	8,117	3,107
Manitowoc	45,000	109,199	14,459	3,472
Marathon.....	2,800	41,396	1,334	1,843
Marquette	2,600	19,568	906	539
Milwaukee, 1st dist.....	16,500	34,350	4,344	3,008
Milwaukee, 2d dist.....	7,450	26,255	3,070	1,160
Monroe.....	2,500	33,220	4,470	1,406
Oconto.....	3,500	22,400	3,978	1,769
Outagamie	1,800	33,374	4,437	1,415
Ozaukee.....	4,690	39,515	7,378	3,112

TABLE No. 5—*School House Property*—continued.

COUNTIES.	Highest valuation of the school house and site.	Cash value of school houses in the county	Cash value of sites.	Cash value of apparatus, etc.
Pepin	2,100	17,880	1,522	783
Pierce.....	7,000	89,117	2,619	1,833
Polk	1,500	14,035	867	664
Portage	8,500	32,168	4,128	1,050
Racine	6,000	46,825	4,960	1,241
Richland	4,000	36,890	3,018	1,701
Rock, 1st dist.....	16,000	62,950	4,954	1,498
Rock, 2d dist.....	10,000	59,950	6,567	2,352
St. Croix.....	1,700	33,460	3,880	1,547
Sauk.....	34,000	94,103	9,716	3,157
Shawano	2,000	9,692	962	310
Sheboygan	12,500	63,931	6,257	3,514
Trempealeau.....	4,000	26,445	3,066	623
Vernon	9,000	44,218	3,560	2,959
Walworth	21,000	131,890	18,512	3,087
Washington	7,000	82,793	6,809	3,757
Waukesha.....	15,000	91,538	11,305	3,399
Waupaca.....	7,000	51,481	5,143	2,538
Waushara	2,200	28,524	2,297	1,297
Winnebago	8,400	71,875	9,223	3,058
Wood	850	7,340	675	496
Totals	\$45,000	\$2,910,875	\$296,718	\$109,865

TABLE No. VI.

PRIVATE SCHOOLS, NOT INCORPORATED.
BY COUNTIES.

COUNTIES.	No. of such schools in the county.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Av. No. of days such schools have been taught.	No of pupils registered who have not attended district school during year.	Average number in daily attendance.
Adams						
Ashland						
Brown	7	4	16	189	517	70
Buffalo	2	2	4	217	205	70
Burnett						
Calumet	5	4	5	201	158	25
Chippewa	1	1	2	180	120	70
Clark						
Columbia	4	4	4	62	30	25
Crawford	7	7	20	23	20	13
Dane, 1st dist.	7	5	8	94	61	34
Dane, 2d dist.	15	8	16	111	117	28
Dodge, 1st dist.						
Dodge, 2d dist.	30	28	34	331	1,185	99
Door						
Douglas						
Dunn						
Eau Claire	2	2	5	72	45	31
Fond du Lac, 1st dist.	5	4	4	200	25	25
Fond du Lac, 2d dist.	16	16	23	199	734	73
Grant						
Green	14	5	29	182	225	80
Green Lake	2	1	2	130	75	28
Iowa	3	3	6	91	145	37
Jackson	2		2	60	18	14
Jefferson	14	12	14	155	409	48
Juneau	3	1	3	50	10	14
Kenosha	2	2	4	160	55	40
Kewaunee	4	4	6	233	297	106
La Crosse	5	4	7	104	90	43
La Fayette						
Manitowoc	21	11	15	143	337	44
Marathon						
Marquette	2	2	2	766	87	15
Milwaukee, 1st dist.	12	12	23	136	243	38
Milwaukee, 3d dist.		7		191	193	45
Monroe	3	2	3	266	33	63
Oconto	1		1			23
Outagamie	4	4	4	113	36	13
Ozaukee	16	16	13	269	432	43

TABLE No. 6—*Private Schools, not Incorporated*—continued.

COUNTIES.	No. of such schools in the county.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Av. No. of days such schools have been taught.	No. of pupils registered who have not attended district school during year.	Average number in daily attendance.
Pepin						
Pierce	5	2	7	50	12	29
Polk	1		1	110	5	12
Portage	4	4	8	187	50	30
Racine	10	8	16	188	440	105
Richland	5		5	63	10	35
Rock, 1st dist	1	1	1	24		15
Rock, 2d dist	4	1	4	91	26	46
St. Croix	1		2			
Sauk	4	4	5	250	77	
Shawano	1	1	1	112	60	40
Sheboygan	20	17	19	175	475	83
Trempealeau	4	4	4	45	100	34
Vernon	8	6	9	58	16	18
Walworth	3		5	140	32	46
Washington	19	17	19	464	416	83
Waukesha	9	6	14	208	192	47
Waupaca	9	5	8	86	148	47
Waushara	1	1	1	57	3	28
Winnebago	3	3	3			
Wood						
Totals	330	133	422	124	4,688	45

Fond du Lac 1st.	4,56 79	2,898 11	31,812 76	402 00	1,404 85	2,197 38	3,361 06	2,844 13	39,493 63
Fond du Lac 2d.	3,865 41	1,773 68	50,683 95	36 00	334 61	2,563 99	2,689 89	1,249 85	23,171 80
Grant	11,807 60	5,819 40	50,714 69	269 23	1,072 16	6,020 68	6,071 58	3,551 85	36,327 17
Green	4,823 83	2,400 64	37,293 76	358 00	517 62	3,644 39	3,644 39	5,182 47	49,687 37
Green Lake	2,975 03	2,400 64	10,423 95	90 00	176 84	1,454 19	1,470 78	1,160 70	20,182 13
Groveland	2,802 55	1,883 13	20,216 26	158 01	6,534 21	3,147 90	3,546 00	3,002 23	40,718 59
Jackson	6,862 67	1,709 65	13,362 98	42 00	2,496 81	1,167 11	1,088 46	2,056 49	28,628 99
Jefferson	5,469 03	7,051 10	23,653 78	270 00	2,629 61	3,753 59	4,214 81	3,628 83	48,843 06
Juneau	8,891 60	2,616 12	19,505 28	92 39	546 54	2,149 57	2,085 89	1,007 51	31,884 90
Kenosha	1,875 74	1,2 0 77	12,137 00	55 50	.....	4,837 28	1,830 57	906 53	21,952 10
Kewaunee	5,716 64	2,759 00	7,593 67	142 39	1,917 32	2,005 93	2,162 88	1,273 76	23,809 54
La Crosse	5,460 18	1,885 60	13,854 92	.....	1,029 00	1,893 28	1,758 27	958 87	26,840 10
La Fayette	6,605 43	4,982 67	23,476 50	172 50	1,495 47	3,389 61	3,561 71	7,591 55	53,087 49
Manitowoc	18,709 68	16,558 18	25,468 05	160 33	1,477 19	12,508 85	6,919 68	6,608 11	86,572 66
Marathon	14,145 27	6,035 73	7,419 76	267 49	3,292 29	3,303 96	785 40	4,633 27	87,174 90
Marquette	1,754 21	1,330 88	6,872 23	10 00	135 00	1,411 65	1,419 45	999 17	14,151 00
Milwaukee 1st	4,053 12	2,645 97	8,190 60	50 00	2,307 75	2,566 16	1,783 97	2,269 58	23,748 81
Milwaukee 2d	3,075 05	1,05 92	8,304 30	.....	.....	2,977 54	1,601 40	2,151 55	19,081 81
Monroe	5,927 45	5,601 45	23,947 92	292 70	374 11	2,560 53	2,836 31	4,846 91	46,387 88
Oconto	3,481 68	1,624 71	6,276 40	487 39	1,439 98	3,993 12	990 56	9,989 64	24,683 48
Outagamie	6,090 09	4,111 21	14,424 71	220 05	828 68	8,377 06	2,699 29	2,016 24	33,767 83
Ozaukee	2,963 27	2,269 64	11,019 53	614 82	1,994 84	3,406 38	3,052 66	4,17 75	26,759 80
Pepin	1,455 37	2,017 94	6,803 63	96 60	746 50	338 67	821 47	836 10	12,394 25
Pierce	5,188 56	2,969 10	17,530 03	194 00	747 76	891 35	1,474 60	901 68	30,327 41
Polk	8,617 45	2,926 37	7,225 72	370 45	1,286 73	1,120 67	857 80	3,061 54	20,896 75
Portage	5,712 49	2,224 58	16,091 34	58 50	1,830 38	1,932 99	1,836 58	1,297 14	30,586 25
Racine	8,871 51	2,259 82	16,195 27	78 92	.....	1,936 36	2,218 98	1,268 82	28,191 36
Richland	8,273 48	4,982 14	14,234 91	59 30	164 60	3,280 25	2,755 27	2,092 83	33,946 72
Rock 1st	5,312 71	3,769 63	13,975 04	8 00	685 43	3,172 89	2,003 50	4,429 72	33,386 92
Rock 2d.	5,386 73	4,976 93	15,860 90	313 40	.....	4,070 96	1,698 20	6,215 00	38,472 12
Rock Croix	4,700 78	3,177 57	17,170 82	96 00	5,422 74	1,396 18	1,471 71	2,698 69	29,918 93
St. Albans	6,498 16	8,105 34	31,760 01	296 19	2,692 40	0,997 80	3,875 24	7,356 95	59,552 09
St. Anthony	1,778 57	1,582 05	3,403 82	102 50	580 21	445 75	424 26	1,555 37	7,657 78
St. Boygan	6,325 15	3,351 40	21,120 37	178 37	1,364 26	1,585 98	4,656 12	4,739 25	47,470 25
St. Charles	2,947 98	2,131 36	13,869 31	65 00	876 93	1,585 98	1,906 24	2,668 79	29,309 50
St. Joseph	6,039 99	3,573 17	16,886 53	21 50	818 53	3,680 76	3,273 01	2,026 41	36,372 94

TABLE No. VII.—Financial Statistics—Receipts—continued.

COUNTIES	Money on hand August 31, 1873.	From taxes levied for building and repairing.	From taxes levied for Teachers wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meeting.	From taxes levied by county super- visors.	From Income of State School Fund.	From all other sources.	Total amount re- ceived during year.
Walworth	11,494 23	6,608 87	36,897 94	546 39	2,940 58	4,157 94	4,046 23	6,053 16	72,706 94
Washington	5,500 60	7,052 63	15,416 17	228 59	3,079 72	4,749 58	4,486 32	954 30	38,350 53
Waukesha	5,067 41	3,911 78	33,189 79	30 20	775 00	4,258 45	4,402 41	3,383 12	55,022 52
Wauvaca	8,138 80	5,978 69	18,507 54	537 32	2,758 94	2,316 60	2,515 48	1,845 47	29,065 11
Waushara	4,367 27	2,955 32	10,725 03	244 38	176 76	2,581 50	1,771 83	2,750 55	25,063 20
Winnebago	5,784 70	518 12	2,195 94	30 00	904 65	2,851 19	214 07	4,821 60	55,617 09
Wood	1,993 92	189 86	5,385 99	5 00	.....	91 50	303 01	2,236 76	10,265 04
Totals	\$329,673 08	\$212,186 51	\$918,906 11	\$13,592 90	\$95,654 34	\$157,481 03	\$139,058 25	\$205,444 79	\$2,071,492 59

TABLE No. VIII.

FINANCIAL STATISTICS—DISBURSEMENTS.
BY COUNTIES.

Counties.	For building and re- pairing.	For apparatus and library.	For services of male teachers.	For services of fe- male teachers.	For old indebted- ness.	For furniture, regis- ter and records.	For all other pur- poses.	Total amount paid out during year.	Money on hand Au- gust 31, 1878.
Adams.....	\$907 10	\$24 15	\$2,076 64	\$6,410 84	\$349 49	\$58 13	\$741 81	\$10,562 66	\$1,744 04
Ashland.....	29 00			405 00		170 00	304 10	6,152 45	805 60
Barron.....									
Bayfield.....			634 56						
Brown.....	9,587 67	154 95	11,505 60	9,092 23	1,276 25	635 53	2,204 81	34,507 14	15,278 13
Buffalo.....	8,327 65	431 92	9,789 43	7,849 73	1,731 92	705 50	2,477 85	27,256 61	9,298 50
Burnett.....	263 65	7 80	336 00	445 00		4 50	113 40	1,165 15	1,176 03
Calumet.....	2,559 09	154 98	7,797 50	7,597 18	870 94	251 71	1,893 27	21,114 67	4,235 59
Chippewa.....	4,914 29	159 90	8,998 62	10,064 58	161 58	010 90	3,585 08	29,221 45	10,009 42
Clark.....	12,720 49	289 80	3,416 50	6,949 44	767 12	416 35	1,844 82	26,010 52	7,562 17
Columbia.....	8,958 75	142 25	12,867 69	2,693 37	4,071 49	279 26	6,274 24	41,714 23	5,347 42
Concord.....	2,264 23	94 92	7,340 12	7,544 42	366 43	102 61	2,087 65	19,008 29	5,705 83
Crawford.....	3,901 62	284 80	9,138 69	12,020 78	951 81	537 43	2,862 31	30,476 89	4,043 82
Dane, 1st district.....	8,523 44	561 91	15,775 21	15,954 81	1,485 61	923 93	4,718 84	42,942 75	6,721 73
Dodge, 1st district.....	8,579 65	248 11	11,235 38	11,688 16	173 11	356 09	4,060 06	31,340 56	3,873 86
Dodge, 2d district.....	7,353 38	125 41	9,502 88	12,557 81	721 74	682 61	2,995 29	33,989 62	4,636 93
Douglas.....	1,596 92		5,087 27	4,073 77	739 29	330 86	2,001 60	13,329 71	5,127 05
Douglas.....	170 00	65 00	3,000 00	1,380 00		29 00	2,281 57	4,895 57	3,899 55
Douglas.....	8,646 63	636 80	6,121 00	11,940 00	387 50	762 88	4,834 17	27,669 89	3,817 36

Financial Statistics — Disbursements — continued.

COUNTIES.	For building and re- pairing.	For apparatus and library.	For services of male teachers.	For services of fe- male teachers.	For old indebted- ness.	For furniture, regis- ter and records.	For all other pur- poses.	Total amount paid out during year.	Money on hand Aug. 31, 1874.
<i>Claire</i>	\$11,670 31	\$553 04	\$7,261 79	\$14,317 79	\$2,190 75	\$613 71	\$4,616 96	\$41,750 05	\$9,093 13
<i>Eau du Lac, 1st district</i>	2,073 03	237 64	12,385 47	11,657 70	838 88	600 78	4,092 78	33,555 13	4,732 98
<i>Fond du Lac, 2d district</i>	1,721 95	73 92	5,725 20	8,332 93	881 86	103 87	1,534 61	18,853 83	3,817 97
<i>Grant</i>	5,823 23	351 51	22,138 88	32,076 78	4,567 18	2,272 74	7,639 78	74,370 10	10,847 04
<i>Green</i>	8,472 37	551 02	10,859 27	17,916 18	2,607 40	795 63	5,329 50	41,531 37	8,135 90
<i>Green Lake</i>	1,551 69	80 25	4,781 88	8,357 51	966 06	305 79	1,709 63	17,752 76	2,437 46
<i>Greene</i>	1,046 47	121 20	9,009 57	12,059 85	6,602 97	346 40	3,632 95	34,446 69	5,764 92
<i>Jackson</i>	1,575 70	247 18	4,538 50	10,506 65	1,897 51	349 80	3,906 33	21,793 57	7,830 42
<i>Jefferson</i>	3,242 06	143 06	14,573 75	17,632 02	2,573 39	387 86	6,108 83	4,732 69	5,596 01
<i>Jenau</i>	2,968 35	177 99	8,457 00	11,049 28	899 24	222 18	2,024 92	25,798 96	6,995 94
<i>Juneau</i>	1,147 01	50 87	6,259 90	8,076 73	1,123 16	160 03	1,993 61	18,339 83	2,897 34
<i>Keweenaw</i>	3,210 27	43 37	6,709 28	4,862 54	429 46	043 01	1,749 03	16,959 46	6,850 08
<i>Keweenaw</i>	2,235 51	113 65	5,079 38	7,426 50	192 00	197 80	2,787 82	21,263 29	5,076 18
<i>La Fayette</i>	8,413 96	389 58	14,808 18	14,769 63	6,344 77	684 67	5,990 08	46,297 66	6,614 71
<i>La Platte</i>	15,298 54	174 08	23,512 04	16,949 50	2,233 41	1,627 54	5,990 08	65,583 23	21,253 40
<i>Manitowoc</i>	6,542 98	163 79	7,820 00	4,765 72	753 12	514 17	2,097 56	23,298 68	16,237 79
<i>Marathon</i>	693 69	10 05	2,810 00	5,832 39	713 56	79 17	1,593 70	11,754 75	2,396 89
<i>Marquette</i>	3,069 14	55 10	3,964 82	8,215 89	748 65	416 45	1,749 92	18,258 98	5,488 88
<i>Millwaukee, 1st district</i>	2,459 00	11 48	5,897 00	4,016 50	89 38	288 80	1,945 13	15,346 28	3,845 95
<i>Millwaukee, 2d district</i> ..	5,659 08	102 88	9,910 50	17,951 47	709 86	410 01	5,159 91	39,908 16	6,484 23
<i>Monroe</i>	2,420 51	971 57	3,006 50	6,565 08	883 38	861 59	4,157 76	18,769 95	5,910 53
<i>Monroe</i>	5,103 16	103 51	6,589 00	13,230 29	657 86	373 66	2,043 66	28,100 14	5,567 19
<i>Ottawamie</i>	1,897 75	322 01	1,809 37	5,399 92	288 18	603 80	1,552 78	23,163 16	3,596 64
<i>Ottawamie</i>	1,272 70	353 46	2,705 73	4,336 60	65 31	116 85	903 61	10,839 55	1,616 27

Park	3,402 39	316 05	6,797 35	11,237 75	790 08	345 94	3,000 41	26,454 09	8,874 31
Polk	2,376 49	237 53	3,844 96	6,045 50	1,484 12	504 53	1,535 49	15,924 78	4,471 97
Portage	3,077 63	114 59	5,789 41	12,290 82	576 65	601 48	1,895 66	24,568 19	6,864 79
Racine	3,583 60	130 49	4,500 00	13,077 45	147 52	428 14	3,880 86	25,082 05	3,909 01
Richland	3,697 29	279 34	7,987 69	11,270 72	938 57	264 88	2,562 78	27,966 54	7,142 38
Rock, 1st district	2,778 61	265 08	6,295 58	13,323 04	1,896 04	652 61	3,574 31	28,785 27	4,551 65
Rock, 2d district	4,560 72	700 46	5,538 05	15,303 94	1,979 33	604 78	4,043 14	3,830 42	5,419 67
St. Croix	3,166 40	174 88	8,244 85	9,980 85	753 31	494 06	2,616 19	24,818 60	4,228 02
Stark	2,888 46	499 11	14,274 03	23,671 64	2,135 74	1,376 95	7,232 28	52,078 19	7,473 90
Shawano									
Sheboygan	5,008 56	316 47	12,800 50	16,707 42	3,712 20	489 66	3,863 79	42,805 05	4,665 20
Trempealeau	3,809 59	143 76	6,127 25	8,274 56	924 48	309 40	1,947 14	22,708 97	7,658 98
Vernon	3,801 44	122 00	9,829 29	11,597 47	1,722 13	129 80	3,000 97	29,835 38	5,943 24
Walworth	5,201 71	442 00	17,301 60	27,055 49	2,851 72	908 97	8,152 22	61,678 67	90,906 49
Washington	4,132 87	233 82	12,823 13	9,755 96	2,683 32	798 79	3,217 26	34,706 01	5,593 74
Waukegan	3,831 87	88 70	14,905 19	23,501 36	972 48	466 94	5,786 64	48,323 37	7,119 79
Wausau	4,864 05	379 41	5,703 19	15,017 96	690 08	582 64	3,760 41	38,529 16	7,482 27
Waushara	3,844 86	421 29	3,774 45	10,100 27	258 28	264 76	1,659 32	20,538 26	5,464 91
Winnebago	3,891 79	375 20	13,890 67	2,115 65	1,751 66	1,034 74	3,470 84	48,953 75	6,678 34
Wood	579 67	117 80	2,503 00	3,790 20	521 00	289 12	895 02	8,645 81	1,619 23
Totals	\$224,531 04	\$13,728 18	\$502,192 15	\$639,630 10	\$79,498 24	\$30,431 79	\$187,135 36	\$1,653,527 44	\$439,377 64

TABLE No. IX.

TEXT BOOKS.

NUMBER OF DISTRICTS USING THE DIFFERENT BOOKS MENTIONED.
BY COUNTIES.

COUNTIES.	SPELLERS.						READERS.						ARITHMETICS.				HISTORY OF U. S.			
	Sander's.	Sander's Union.	National.	Wilson.	McGuffey.	Town.	Sander's.	Sander's.	National.	Wilson.	McGuffey.	Thomson.	Davies.	Ray.	Robinson.	Willard.	Wilson.	Goodrich.	Barnes' Brief.	
Adams	22	41	1	..	..	..	19	40	1	..	2	..	4	21	36	..	..	30	8
Ashland	1	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	1	..
Barren .....	..	29	..	..	..	..	..	29	..	..	..	..	..	29	..	..	..	8	..
Bayfield	1	..	..	..	..	..	..	1	..	..	..	..	..	..	1	..	..	1	..
Bayview	44	..	..	..	56	..	8	..	..	..	65	..	7	71	1	..	90	..	..

TABLE No. VI.

PRIVATE SCHOOLS, NOT INCORPORATED.
BY COUNTIES.

COUNTIES.	No. of such schools in the county.	No. which are denomi- national or parochial.	No. of teachers engaged in such schools.	Av. No. of days such schools have been taught.	No. of pupils registered who have not attended district school during year.	Average number in daily attendance.
Adams						
Ashland						
Brown	7	4	16	189	517	70
Buffalo	2	2	4	217	205	70
Burnett						
Calumet	5	4	5	201	158	33
Chippewa	1	1	2	180	120	70
Clark						
Columbia	4	4	4	62	30	25
Crawford	7	7	20	23	20	13
Dane, 1st dist.	7	5	8	94	61	34
Dane, 2d dist.	15	3	16	111	117	28
Dodge, 1st dist.						
Dodge, 2d dist.	30	23	34	381	1,185	99
Door						
Douglas						
Dunn						
Eau Claire	2	2	5	72	45	31
Fond du Lac, 1st dist.	5	4	4	200	25	25
Fond du Lac, 2d dist.	16	16	23	199	734	73
Grant						
Green	14	5	29	182	225	80
Green Lake	2	1	2	130	75	28
Iowa	3	3	6	91	145	37
Jackson	2		2	60	18	14
Jefferson	14	12	14	155	409	43
Juneau	3	1	3	50	10	14
Kenosha	2	2	4	160	55	40
Kewaunee	4	4	6	228	297	106
La Crosse	5	4	7	104	90	42
La Fayette						
Manitowoc	21	11	15	143	337	44
Marathon						
Marquette	2	3	2	766	87	15
Milwaukee, 1st dist	12	12	23	186	248	38
Milwaukee, 2d dist	7	7	7	191	193	45
Monroe	3	2	3	266	38	63
Oconto	1		1			23
Outagamie	4	4	4	113	86	12
Ozaukee	16	16	19	249	403	48

TABLE No. 6—*Private Schools, not Incorporated*—continued.

COUNTIES.	No. of such schools in the county.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Av. No. of days such schools have been taught.	No. of pupils registered who have not attended district school during year.	Average number in daily attendance.
Pepin						
Pierce	5	2	7	50	12	29
Polk	1		1	110	5	12
Portage	4	4	8	187	50	30
Racine	10	8	16	188	440	105
Richland	5		5	63	10	35
Rock, 1st dist	1	1	1	24		15
Rock, 2d dist	4	1	4	91	26	46
St. Croix	1		2			
Sauk	4	4	5	250	77	
Shawano	1	1	1	112	60	40
Sheboygan	20	17	19	175	475	83
Trempealeau	4	4	4	45	100	34
Vernon	8	6	9	58	16	18
Walworth	3		5	140	32	46
Washington	19	17	19	464	416	82
Waukesha	9	6	14	208	192	47
Waupaca	9	5	8	86	148	47
Waushara	1	1	1	57	3	28
Winnebago	3	3	3			
Wood						
Totals	330	133	422	124	4,688	45

Fond du Lac 1st.....	4,56 79	2,898 11	21,313 76	403 00	1,404 35	2,197 35	3,361 06	2,944 13	39,493 63
Fond du Lac 2d.....	3,865 41	1,773 63	9,663 95	38 00	834 61	2,563 99	2,689 89	1,249 85	23,171 30
Grant	11,807 60	5,819 49	50,714 69	269 23	1,073 16	6,020 63	6,071 38	3,551 85	85,337 14
Green	4,833 33	4,285 21	27,232 76	353 00	517 62	3,644 49	8,644 39	5,193 47	49,667 27
Green Lake	2,975 08	2,400 64	10,423 95	90 00	176 84	1,484 19	1,470 78	1,160 70	20,182 13
Howa	2,802 55	1,883 13	20,316 36	133 01	6,534 21	3,147 90	3,846 00	3,003 23	40,718 59
Jackson	6,952 67	1,709 65	18,363 33	42 00	2,496 81	1,167 11	1,088 46	2,056 49	28,623 99
Jefferson	5,469 03	7,051 10	23,653 78	270 00	2,829 61	3,752 59	4,214 81	3,623 83	48,843 06
Jeneson	3,891 60	2,616 12	19,505 28	92 39	546 54	2,149 57	2,085 89	1,007 51	31,894 90
Kenosha	1,875 74	1,2 0 77	12,137 00	55 50	.....	3,337 28	1,330 57	906 53	21,952 10
Kewaunee	5,716 64	2,739 00	7,593 67	143 99	1,917 32	2,005 93	2,162 88	1,273 76	23,309 54
La Crosse	5,460 18	1,385 60	13,854 92	.....	1,029 00	1,893 26	1,758 27	968 87	26,340 10
La Fayette	6,805 43	4,383 67	23,476 50	173 50	1,495 47	3,389 61	3,581 71	7,591 55	53,037 49
Manitowoc	18,709 68	16,535 15	25,468 05	160 33	1,477 19	12,509 85	6,919 68	6,608 11	86,572 66
Marathon	14,145 27	6,035 73	7,419 76	207 49	3,292 29	3,308 98	735 40	4,633 27	37,174 90
Marquette	1,754 21	1,330 86	6,872 23	10 00	135 00	1,411 65	1,419 45	999 17	14,151 00
Millwaukee 1st	4,058 12	2,345 97	8,190 60	50 00	2,307 75	2,506 16	1,783 97	2,209 58	23,748 81
Millwaukee 2d	3,075 05	1,05 92	8,804 30	.....	.....	2,977 54	1,601 40	2,151 55	19,081 81
Monroe	5,927 45	5,601 45	23,947 92	202 70	374 11	2,560 53	2,336 31	4,846 91	46,387 38
Oconto	3,431 68	1,624 71	6,276 40	487 39	1,439 98	393 13	990 56	9,989 64	24,683 43
Outagamie	8,090 09	4,111 21	14,424 71	220 05	828 68	3,377 06	3,689 29	2,016 24	33,767 33
Ozaukee	2,963 27	2,269 64	11,019 53	614 82	1,994 84	3,406 38	3,052 66	417 75	26,759 80
Pepin	1,455 37	2,017 94	6,303 63	96 60	746 50	328 67	821 47	336 10	12,394 25
Pierce	5,188 56	2,909 10	17,530 03	194 00	747 76	891 85	1,474 60	901 08	30,327 41
Polk	3,617 45	2,926 37	7,225 72	370 45	1,286 78	1,120 67	857 80	3,061 54	20,396 75
Portage	5,712 49	2,224 68	16,091 34	58 50	1,830 38	1,932 99	1,896 58	1,297 14	30,562 25
Racine	8,871 51	2,259 82	16,195 27	73 92	.....	1,929 36	2,218 98	2,268 82	28,191 86
Richland	8,273 48	4,932 14	14,234 91	59 30	164 60	3,280 35	2,755 27	2,092 83	33,386 92
Rock 1st	5,312 71	3,769 63	13,975 04	313 40	665 43	3,172 89	2,003 50	4,429 72	33,386 92
Rock 2d	5,336 73	4,976 93	15,860 90	96 00	.....	4,070 96	1,698 20	6,215 00	38,472 13
St. Croix	4,700 78	3,177 57	17,170 82	96 00	5,427 74	1,386 16	1,471 71	2,698 69	29,913 93
Sauk	6,498 16	3,105 34	31,760 01	296 19	2,692 21	0,967 80	3,375 24	7,356 95	59,553 09
Shawano	1,778 57	1,593 05	3,403 82	103 50	580 21	445 75	424 26	1,555 87	7,657 73
Sheboygan	6,325 15	3,351 40	21,120 87	173 37	1,364 26	4,940 02	4,656 12	4,739 25	47,470 25
Waukegan	2,947 96	2,131 36	13,389 31	65 00	376 95	1,585 98	1,906 24	2,683 79	29,809 50
Waupeau	6,029 99	3,573 17	16,895 58	21 50	818 53	3,680 76	3,372 01	2,026 41	36,372 94

TABLE No. VII.—*Financial Statistics—Receipts—continued.*

COUNTIES	Money on hand August 31, 1872.	From taxes levied for building and repairing.	From taxes levied for Teachers wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meeting.	From taxes levied by county super- visors.	From Income of State School Fund.	From all other sources.	Total amount re- ceived during year.
Walworth	11,494 23	6,608 87	36,897 94	546 39	2,940 58	4,157 94	4,046 28	6,653 16	72,706 94
Washington	5,500 60	7,052 63	15,416 17	228 59	3,070 72	4,749 58	4,486 82	954 30	38,350 53
Waushara	5,067 41	3,911 78	33,189 79	30 20	775 00	4,288 45	4,402 41	3,288 12	55,022 52
Waupaca	8,138 80	3,978 69	18,507 54	537 32	2,758 94	2,316 00	2,515 48	1,845 47	39,665 11
Waushara	4,367 27	2,955 32	10,725 03	244 88	176 76	2,581 50	1,771 83	2,750 55	25,903 20
Winneshago	5,784 70	518 12	2,195 94	30 00	904 65	2,881 19	214 97	4,621 60	55,617 09
Wood	1,993 92	189 86	5,385 99	5 00	.....	91 50	363 01	2,286 76	10,265 04
Totals	\$329,673 68	\$212,186 51	\$918,906 11	\$13,592 90	\$95,654 34	\$157,481 03	\$139,058 25	\$205,444 79	\$2,071,492 59

TABLE No. VIII.

FINANCIAL STATISTICS—DISBURSEMENTS. BY COUNTIES.

Counties.	For building and re- pairing.	For apparatus and library.	For services of male teachers.	For services of fe- male teachers.	For old indebted- ness.	For furniture, regis- ter and records.	For all other pur- poses.	Total amount paid out during year.	Money on hand Au- gust 31, 1873.
Adams	\$907 10	\$24 15	\$2,076 64	\$6,410 34	\$949 49	\$58 13	\$741 81	\$10,502 66	\$1,744 04
Ashland	29 00			405 00		170 00	804 10	6,152 45	805 60
Bayfield			634 56						
Barron	9,587 67	154 95	11,505 60	9,092 23	1,276 25	685 58	2,204 81	34,507 14	15,278 18
Brown	8,337 65	431 92	9,789 43	7,849 73	1,731 92	705 50	2,477 85	27,256 61	9,298 50
Buffalo	263 65	7 80	336 00	445 00		4 50	113 40	1,105 15	1,176 03
Burnett	2,559 00	154 98	7,797 50	7,597 18	870 94	251 71	1,883 27	21,114 07	4,225 50
Calumet	4,914 29	159 90	8,993 62	10,964 58	161 58	610 90	3,585 08	29,221 45	10,069 42
Chippewa	12,720 49	280 80	3,416 50	6,949 44	767 12	416 35	1,844 82	26,010 52	7,503 17
Clark	3,958 75	142 25	12,867 69	2,693 37	4,071 49	279 26	6,274 24	41,714 23	5,347 42
Columbia	2,264 23	94 92	7,340 12	7,544 42	366 43	102 61	2,087 65	19,008 29	5,705 83
Crawford	3,901 62	284 80	9,138 69	12,020 78	951 31	537 43	2,862 31	30,476 89	4,043 82
Dane, 1st district	3,522 44	561 91	15,775 21	15,954 81	1,485 61	923 98	4,718 84	42,942 75	6,721 73
Dane, 2d district	3,579 65	248 11	11,235 38	11,098 16	1,731 11	356 09	4,060 06	31,340 56	3,373 86
Dodge, 1st district	7,353 38	125 41	9,502 38	12,557 81	721 74	682 61	2,995 29	33,939 62	4,636 93
Dodge, 2d district	1,596 92		5,087 27	4,073 77	789 29	330 86	2,001 60	18,829 71	5,127 05
Dor	170 00	65 00	8,000 00	1,360 00		29 00	261 67	4,895 57	8,899 55
Douglas									
Dunn	8,546 63	696 80	6,121 00	11,940 00	837 50	763 86	4,824 17	27,699 89	8,817 86

Financial Statistics — Disbursements — continued.

COUNTIES.	For building and re- pairing.	For apparatus and library.	For services of male teachers.	For services of fe- male teachers.	For old indebted- ness.	For furniture, regis- ter and records.	For all other pur- poses.	Total amount paid out during year.	Money on hand Au- gust 31, 1874.
Eau Claire	\$11,670 31	\$553 04	\$7,261 79	\$14,317 79	\$2,190 75	\$613 71	\$4,616 96	\$41,750 05	\$8,083 12
Fond du Lac, 1st district	2,073 03	237 64	12,385 47	11,657 70	838 88	600 78	4,092 78	83,555 13	4,733 98
Fond du Lac, 2d district	1,721 95	73 92	5,725 20	8,332 93	831 36	103 87	1,534 61	18,353 83	3,817 97
Grant	5,823 23	351 51	22,138 88	32,076 78	4,567 18	2,272 74	7,639 79	74,370 10	10,847 04
Green	3,472 87	551 02	10,859 27	17,916 18	2,607 40	795 63	5,329 50	41,581 87	8,135 90
Green Lake	1,551 69	80 25	4,781 83	8,337 51	966 06	305 79	1,709 63	17,753 76	2,437 46
Iowa	1,646 47	121 20	9,009 57	12,059 85	6,602 97	346 40	8,632 95	34,446 69	5,764 92
Jackson	1,575 70	247 18	4,538 50	10,506 65	1,397 51	349 80	2,906 33	21,798 57	7,899 43
Jefferson	3,242 06	143 06	14,573 75	17,892 02	2,573 39	387 86	6,106 83	4,782 69	5,596 01
Juneau	2,908 35	177 99	8,457 00	11,049 28	899 24	222 18	2,024 92	25,798 96	6,095 94
Kenosha	1,147 01	50 87	6,259 90	8,076 73	1,123 16	160 03	1,993 61	18,839 83	2,897 34
Kewaunee	3,210 27	43 37	6,709 28	4,892 54	429 46	043 01	1,749 08	16,959 46	6,350 06
La Crosse	2,235 51	113 65	9,079 88	7,426 50	192 00	197 60	2,018 75	21,263 29	5,076 18
La Fayette	3,413 36	389 58	14,808 18	14,769 63	6,394 77	684 67	5,787 82	46,297 66	6,614 71
Manitowoc	15,298 54	174 08	23,512 04	16,949 50	2,233 41	1,627 54	5,980 08	65,583 23	21,258 48
Marathon	6,542 98	163 79	7,820 00	4,765 72	753 12	514 17	2,097 56	23,298 68	16,237 79
Marquette	693 68	10 05	2,810 00	5,392 39	713 56	79 17	1,593 70	11,754 75	2,896 89
Milwaukee, 1st district	3,089 14	55 10	3,984 82	8,215 89	748 65	416 48	1,749 92	18,258 93	5,498 88
Milwaukee, 2d district	2,459 60	11 48	5,837 00	4,616 50	89 38	288 60	1,945 13	15,346 28	3,845 95
Monroe	5,659 03	102 88	9,910 50	17,951 47	709 36	410 01	5,159 91	39,908 16	6,434 23
Oconto	2,420 51	971 57	3,008 50	6,565 08	882 88	861 59	4,157 76	18,769 95	5,910 53
Outagamie	5,103 16	103 51	8,668 00	18,230 39	657 63	373 66	2,043 66	23,100 14	5,567 19
Ozaukee	1,897 75	322 01	1,309 27	5,399 92	298 18	605 30	1,552 78	23,163 16	3,596 64
Peplin	1,272 70	353 46	2,705 73	4,896 60	65 31	116 85	1,803 81	10,339 55	1,616 27

Pierce.....	3,402 39	216 05	6,797 35	11,237 75	790 08	345 94	3,000 41	26,454 09	3,974 31
Polk	2,876 49	227 82	3,844 96	6,045 50	1,494 13	504 53	1,595 49	15,924 78	4,471 97
Portage	3,077 63	114 59	5,739 41	12,290 82	576 65	601 43	1,895 66	24,568 19	6,864 79
Racine	3,763 60	180 49	4,500 00	13,077 45	147 52	428 14	3,890 86	25,082 05	3,909 01
Richland	5,697 29	279 34	7,937 69	11,270 72	938 57	264 96	2,562 73	27,996 54	7,142 88
Rock, 1st district.....	2,778 61	265 08	6,235 58	13,328 04	1,898 04	652 61	3,574 81	28,785 27	4,551 65
Rock, 3d district.....	4,560 72	700 46	5,538 05	15,303 94	1,979 33	604 78	4,043 14	3,380 43	5,419 67
St. Croix	3,166 40	174 88	8,244 85	9,990 85	753 31	494 06	2,616 19	24,818 60	4,228 02
Sauk	2,888 46	499 11	14,274 03	23,671 64	2,135 74	1,376 95	7,232 28	52,078 19	7,473 90
Shawano	5,006 56	316 47	12,800 50	16,707 42	3,713 20	489 66	3,838 79	42,805 05	4,665 20
Sheboygan	3,809 59	143 76	6,127 25	8,274 56	924 48	309 40	1,847 14	22,708 97	7,658 98
Trempealeau	3,891 44	123 00	9,329 29	11,597 47	1,723 13	129 80	3,000 97	29,335 98	5,943 24
Vernon	5,201 71	442 00	17,301 60	27,055 49	2,851 72	908 97	8,152 22	61,678 67	90,906 49
Walworth	4,182 87	238 82	12,823 13	9,755 96	2,688 32	798 79	3,217 26	84,708 01	5,593 74
Waukesha	3,891 87	88 70	14,905 19	22,501 36	972 45	466 94	5,786 64	48,323 87	7,119 79
Waupaca	4,864 05	879 41	5,703 19	15,017 96	690 08	583 64	3,760 41	33,529 16	7,482 27
Waushara	3,944 86	421 29	3,774 45	10,100 27	259 28	264 76	1,659 32	20,538 26	5,464 91
Winnebago	3,891 79	375 20	13,890 67	2,115 65	1,751 66	1,034 74	3,470 84	44,953 75	6,073 84
Wood	579 67	117 80	2,503 00	3,790 20	521 00	239 12	895 02	8,645 81	1,619 23
Totals	\$224,531 04	\$13,728 18	\$502,192 15	\$639,630 10	\$79,498 24	\$30,431 79	\$187,135 36	\$1,653,527 44	\$439,377 64

TABLE No. IX.
TEXT BOOKS.
NUMBER OF DISTRICTS USING THE DIFFERENT BOOKS MENTIONED.
BY COUNTIES.

COUNTIES.	SPELLERS.				READERS.					ARITHMETICS.				HISTORY OF U. S.					
	Sander's.	Sander's Union.	National.	Wilson.	McGuffey.	Town.	Sander's.	Sander's.	National.	Wilson.	McGuffey.	Thomson.	Davies.	Ray.	Robinson.	Willard.	Wilson.	Goodrich.	Barnes' Brief.
Adams.....	22	41	1	.....	.....	.....	19	40	1	.....	2	.....	4	21	36	.....	.....	30	8
Ashland.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
Barron.....	.....	29	.....	.....	.....	.....	.....	29	.....	.....	.....	.....	.....	29	.....	.....	.....	8	.....
Bayfield.....	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1	.....	.....	1	.....
Brown.....	44	.....	.....	.....	56	.....	8	.....	.....	.....	65	.....	7	71	.....	.....	32	.....	.....
Buffalo.....	.....	7	64	.....	1	.....	.....	7	64	.....	1	.....	.....	61	.....	1	3	5	13
Burnett.....	.....	4	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calumet.....	22	8	30	3	1	.....	14	5	41	1	1	14	33	5	10	3	2	5	3
Chippewa.....	7	2	41	.....	.....	.....	.....	.....	43	.....	.....	1	43	1	.....	.....	16	13	.....
Clark.....	.....	35	.....	.....	16	.....	.....	35	16	.....	.....	.....	21	45	25	.....	.....	.....	.....
Columbia.....	63	27	.....	.....	.....	.....	58	34	.....	11	.....	42	5	8	73	.....	97	.....	.....
Crawford.....	.....	40	.....	5	7	.....	.....	47	.....	.....	5	2	.....	57	2	.....	4	8	9
Dane, 1st.....	87	.....	6	.....	.....	.....	79	.....	11	.....	2	32	13	36	14	.....	10	34	.....
Dane, 2d.....	113	.....	7	.....	13	.....	69	.....	42	.....	11	8	19	77	30	.....	.....	78	6
Dodge, 1st.....	88	.....	9	8	.....	.....	79	.....	16	.....	2	27	.....	52	16	.....	.....	68	.....
Dodge, 2d.....	71	3	11	.....	4	.....	55	3	18	.....	12	50	16	21	2	5	.....	30	8

Door	19	8	18	19	1	18	4	24	6	14	2
Douglas.	1	1			2	18		2			
Dunn.	57	13		56	8	17	3	25	8		
Eau Claire.	23	3	11	15	4	17	11	9			
Fond du Lac, 1st	55	5	18	47	3	7	83	20	6	5	37
Fond du Lac, 2d	09	6		09	8		54	15	8	10	54
Grant	35			22	2	2	119			6	4
Green.	40	1	114	24	8	80		8	106	11	42
Green Lake.	20	60	68	26	23	2	13	5	10	41	34
Iowa.	36	15	68	66	2		69	19	83	2	26
Jackson.	20	4	4		26	13	2	5	81	6	14
Jefferson.	08	2	32		87	2	2	5	6	10	6
Juncieu.	34	45	2		56	5	45	27	64	11	31
Kenosha	41	5		30	49	20		16	28	9	28
Kewanee	20		22	28	5	22	16	2	4		8
La Crosse.		21	44		40	25	18	42	5		18
La Fayette	44	9	39	24	11	21	58	92			
Manitowoc	89	1	7	84	7	11	1	12	14	2	34
Marathon	30	15	4					45	6		2
Marquette	41	16		38	19		3	10	39		24
Milwaukee, 1st	8		7	17		2	22	4	23	1	82
Milwaukee, 2d.	9	3	18	4	2	20	4	22	5	12	4
Monroe.	60	26	7	53	41	6	6	3	71	26	35
Ontonio			11	14		8	14	7	17	6	6
Ooutaganie.	17		63	12	16	06	8	6	7	74	54
Ozaukee	31	2	2	18	39	3	11	5	17	30	8
Pepin	10	18		5		3		6	10		9
Pierce	70	1	7	10	4	60	11	8	67	2	31
Polk.	1	47		1	41			40	1	3	3
Portage	85	16	17		50	1	8	34	21	12	5
Racine	53		4	32	3	28	17	34	14	6	28
Richland	110	1	1	116	1	6	2	29	94	1	62
Rock, 1st.	30	10	7	29	14	8	11	2	56	26	1
Rock, 2d	29	81	2	33	33	5	1	22	49	31	18
St. Croix	59	3	13	42	6	24		46	20	4	6
Sauk	50	39	83	47	44	41	1	72	28	32	17
Shawano	11		5	18	4	1		14	1		2

TABLE No. IX—Text Books—continued.

COUNTIES.	SPELLERS.					READERS.					ARITHMETICS.					HISTORY OF U. S.				
	Sander's.	Sander's Union.	National.	Wilson.	McGuffey.	Town.	Sander's.	Sander's Union.	National.	Wilson.	McGuffey.	Thomson.	Davies.	Ray.	Robinson.	Willard.	Wilson.	Goodrich.	Barnes' Brief.	
Sheboygan	43	47	6		7		39	44	18				66	2	29		3	52	1	
Trempealeau	13		47				3		50	2			55				2	4	9	
Vernon	46	22			67		60				71			126				22	24	
Walworth	20	95	6	5			20	88	7	1		11	8	111				40	2	
Washington	72	15			9		61	22			19		19	22	52			60		
Waukesha	68	58	7				66	21				64			37	7	8	25	10	
Waupaca	75		12		1		82		16	28		59	20	4	9		12	39		
Waushara	23	59					17	56		2					51			51		
Winnebago	30	19			39		20	35			30		17	17	41			25		
Wood		5	21		1				22	2			19	8		1	1	13		
Totals	2060	991	582	135	755	24	1415	1005	747	296	795	532	990	1891	1054	44	275	1501	157	

TABLE No. IX.—Text Books—continued.

COUNTIES.	GEOGRAPHY.						GRAMMAR.						PHYSI- OLOGY.		ALGEBRA.		
	Montell.	Mc Nally and Montell.	Cornell.	Mitchell.	Guyot.	Warren.	Clark.	Green.	Harvey.	Pinneo.	Kerl.	Brown.	Cutter.	Jarvis.	Davies.	Robinson.	Ray.
Adams	30	10	33	24	.....	.....	.....	.....	.....	.....	8	.....	.....	.....	.....	4	.....
Ashland	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Barron .....	.....	29	.....	.....	.....	.....	13	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
Bayfield .....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brown .....	.....	7	31	34	.....	.....	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Buffalo	66	5	1	.....	1	.....	48	.....	.....	.....	.....	.....	1	1	1	1	.....
Burnett	4	.....	.....	.....	.....	.....	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calumet	31	3	10	.....	1	.....	29	.....	13	.....	3	.....	.....	1	3	1	.....
Chippewa	22	1128	2	1	19	.....	32	.....	5	1	.....	.....	.....	.....	.....	.....	.....
Clark .....	.....	.....	48	.....	.....	.....	19	.....	.....	.....	26	.....	.....	.....	.....	.....	.....
Columbia .....	.....	21	35	58	.....	.....	49	.....	.....	.....	20	44	6	.....	.....	18	4
Crawford .....	.....	.....	1	57	.....	4	.....	11	.....	25	.....	.....	.....	.....	.....	5	1
Dane, 1st dist.	16	12	43	10	.....	3	27	10	.....	.....	27	.....	5	.....	2	3	6
Dane, 2d dist.	65	15	.....	49	.....	.....	21	.....	.....	12	59	32	1	.....	5	12	.....
Dodge, 1st dist. ....	.....	78	17	2	.....	.....	49	.....	.....	.....	42	.....	11	.....	.....	.....	18
Dodge, 2d dist. ....	.....	14	36	.....	.....	2	66	.....	.....	.....	8	.....	.....	.....	3	.....	7
Dor .....	.....	.....	21	14	.....	.....	.....	.....	.....	.....	19	.....	.....	.....	.....	.....	1
Douglas .....	.....	.....	.....	2	.....	.....	.....	2	.....	.....	.....	.....	2	.....	.....	.....	2
Dunn	34	.....	48	.....	.....	.....	72	.....	.....	.....	1	.....	.....	.....	1	.....	.....
Du Sable .....	.....	.....	.....	.....	3	.....	15	2	6	.....	.....	.....	.....	.....	.....	.....	.....
Eau Claire	1	.....	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eau du Lac, 1st dist. ....	.....	15	33	18	.....	4	10	.....	.....	.....	46	.....	11	.....	6	17	3
Eau du Lac, 2d dist. ....	.....	80	39	.....	6	.....	.....	.....	19	.....	23	.....	.....	.....	4	4	.....
Grant	73	.....	12	5	3	4	8	4	56	.....	40	.....	.....	.....	4	20	8

TABLE No. IX.—*Text Books*—continued.

COUNTIES.	GEOGRAPHY.					GRAMMAR.						PHYSIOLOGY.			ALGEBRA.		
	Monteith.	McNally and Monteith.	Cornell.	Mitchell.	Guyot.	Warren.	Clark.	Green.	Harvey.	Pinneo.	Kerl.	Brown.	Cutler.	Jarvis.	Davis.	Robinson.	Ray.
Green	8	94	26	8	10	20	25	6	5	3	7	8	2	8	2	8	2
Green Lake	48	25	26	6	1	40	2	2	28	21	39	1	2	1	2	1	2
Iowa	39	22	1	1	1	19	1	1	3	4	4	1	1	4	1	1	1
Jackson	16	63	19	29	11	55	11	11	42	3	12	8	1	12	8	1	1
Jefferson	1	52	5	9	1	11	1	1	15	1	1	1	1	1	1	1	1
Juneau	10	47	18	4	1	28	15	15	21	2	1	1	1	1	1	1	1
Kenosha	31	26	4	25	1	38	1	1	15	1	1	1	1	1	1	1	1
Kewaunee	25	40	25	39	1	25	1	1	46	25	9	4	1	1	1	1	1
La Crosse	40	9	10	39	1	15	1	1	5	24	80	1	1	1	1	1	1
La Fayette	28	21	11	3	1	33	13	12	7	2	4	1	1	1	1	1	1
Manitowoc	32	11	3	6	1	8	38	5	2	12	1	1	1	1	1	1	1
Marathon	8	12	3	1	16	9	9	5	2	12	7	1	1	1	1	1	1
Marquette	12	3	1	16	32	12	9	12	4	18	28	1	1	1	1	1	1
Milwaukee, 1st dist.	26	29	32	8	20	12	9	12	4	18	28	1	1	1	1	1	1
Milwaukee, 2d dist.	1	76	2	18	1	76	12	12	4	18	28	1	1	1	1	1	1
Monroe	1	76	2	18	1	76	12	12	4	18	28	1	1	1	1	1	1
Oconto	25	1	18	1	1	16	9	5	2	12	7	1	1	1	1	1	1
Outagamie	19	38	20	2	7	1	10	10	6	5	2	1	1	1	1	1	1
Ozaukee	38	20	2	7	1	1	16	1	2	4	27	1	1	1	1	1	1
Pepin	87	2	2	2	2	1	16	1	1	1	1	1	1	1	1	1	1
Pierce	12	20	21	2	2	1	17	1	28	7	1	1	1	1	1	1	1
Polk	12	20	21	2	2	1	17	1	28	7	1	1	1	1	1	1	1
Portage	12	20	21	2	2	1	17	1	28	7	1	1	1	1	1	1	1

Recine.....	10	45	2	101	2	6	2	30	1	7	8	..	..	..	..	1	5	..
Richland.....	5	2	50	3	2	..	11	..	2	..	75	..	5	..	..	1	7	1
Rock, 1st dist.....	10	6	43	9	4	7	19	19	9	20	6	..	2	..	..	2	3	1
Rock, 2d dist.....	6	24	38	3	..	..	12	36	..	12	7	..	3	..	..	..	6	7
St. Croix.....	26	43	1	15	..	..	..	..	..	..	..	35	6	..	14	..	..	..
Sauk.....	4	6	..	8	..	3	54	..	18	2	20	..	..	..	4	1	5	..
Shawano.....	29	32	1	28	2	..	30	..	6	..	3	..	..	..	..	..	..	..
Sheboygan.....	42	12	4	42	..	..	24	1	..	1	44	..	..	..	1	3	6	..
Trempealeau.....	25	108	1	..	..	..	47	..	2	..	..	..	..	..	..	..	..	..
Vernon.....	18	19	67	5	..	..	..	..	..	..	81	38	..	..	..	3	2	..
Walworth.....	42	..	2	46	..	..	7	..	2	6	64	..	7	..	..	1	12	..
Washington.....	..	..	61	38	..	..	43	..	..	13	..	..	2	..	..	..	..	..
Waukesha.....	5	3	..	33	19	..	40	..	..	4	..	..	10	..	..	2	1	1
Waupaca.....	..	25	..	44	..	..	53	..	..	..	24	..	11	..	..	..	6	..
Wausara.....	15	28	..	32	..	..	27	..	..	..	17	..	11	..	5	..	6	..
Winnebago.....	16	9	..	..	..	..	15	..	..	..	36	1	..	..	..	10	..	..
Wood.....	..	..	..	..	..	..	..	..	..	1	3	..	..	..	..	..	1	..
Total.....	961	1128	860	979	82	40	1421	174	245	241	996	159	146	3	124	278	87	..

TABLE No. X.
SPECIAL STATISTICS OF SCHOOL ATTENDANCE, ETC.
BY COUNTIES.

COUNTIES.	Number of children between 4 and 7 years of age in the county.	Number of children between 7 and 15 years of age in the county.	Number of persons between 15 and 30 years of age in the county.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of children between 15 and 30 years of age who have attended school.	Number incapacitated for instruction from defect of vision.	Number incapacitated for instruction from defect of hearing.	Number incapacitated for instruction from defect of intellect.	No. between 15 and 30 years of age who cannot read or write in any language.	Number over 30 years of age who cannot read or write in any language.
Adams.....	579	1,288	668	375	1,110	449	3	4	10	1	34
Ashland.....	97	50	13	118	284	75	.....	.....	2	2	80
Barron.....	234	301	172	18	27	5	.....	.....	.....	.....	.....
Bayfield.....	38	93	59	13	37	6	.....	.....	.....	.....	.....
Brown.....	2,167	3,836	1,757	947	2,587	369	.....	8	25	82	478
Buffalo.....	1,495	2,742	1,085	727	2,153	452	2	4	8	6	86
Burnett.....	98	213	53	25	142	32	.....	.....	.....	.....	.....
Calumet.....	1,504	2,879	1,438	656	2,059	469	2	2	7	16	110
Chippewa.....	1,778	1,523	593	458	1,271	333	1	7	1	2	49
Clark.....	527	905	478	277	759	281	1	2	.....	2	22
Columbia.....	1,696	3,626	1,997	1,083	3,233	1,355	1	7	11	.....	39
Crawford.....	1,704	2,280	1,042	907	1,801	563	1	2	.....	12	115
Dane, 1st dist.....	1,404	3,058	1,653	883	2,615	918	4	8	8	1	49
Dane, 2d dist.....	2,350	4,721	2,590	1,358	3,936	1,278	4	11	6	6	70
Dodge, 1st dist.....	1,720	3,598	2,184	1,039	2,744	1,190	4	5	8	.....	83

Dodge, 2d dist.	2, 124	4, 090	2, 839	863	2, 696	753	3	3	18	8	70
Door.....	752	1, 277	544	846	1, 080	228	5	4	7	52	181
Douglas.....	91	1, 181	52	72	1, 164	35	.....	.....	1	.....	25
Dunn.....	1, 271	2, 298	1, 020	815	2, 009	618	1	5	3	8	45
Eau Claire.....	1, 096	2, 195	1, 041	578	1, 962	440	1	4	6	12	54
Fond du Lac, 1st dist.	1, 660	3, 445	1, 850	1, 234	2, 797	1, 036	1	7	9	13	44
Fond du Lac, 2d dist.	1, 791	3, 133	1, 593	1, 002	1, 979	802	3	4	11	8	73
Grant.....	3, 647	7, 110	4, 061	2, 267	6, 067	2, 228	5	12	14	8	137
Green.....	2, 081	4, 204	2, 558	1, 458	3, 858	1, 761	1	5	11	2	124
Green Lake.....	940	1, 901	867	532	1, 281	557	.....	.....	.....	.....	204
Iowa.....	1, 952	4, 241	2, 327	1, 186	3, 453	1, 419	4	2	15	26	20
Jackson.....	885	1, 889	764	478	1, 450	474	3	3	7	5	62
Jefferson.....	2, 519	5, 225	2, 856	1, 394	3, 970	1, 149	3	9	16	3	103
Juneau.....	1, 494	2, 743	1, 553	1, 065	2, 413	962	2	1	3	8	25
Kenosha.....	1, 684	1, 404	901	366	1, 267	494	1	1	3	1	25
Kewaunee.....	1, 748	2, 735	1, 232	765	1, 547	313	3	10	6	97	282
La Crosse.....	1, 092	2, 832	1, 184	539	1, 872	659	3	4	11	11	34
La Fayette.....	2, 018	4, 076	2, 324	1, 271	3, 489	1, 298	8	6	5	19	135
Manitowoc.....	4, 420	7, 610	3, 657	2, 041	5, 174	851	.....	18	9	69	255
Marathon.....	599	1, 112	437	254	872	85	.....	11	.....	2	38
Marquette.....	823	1, 678	879	443	1, 225	475	1	4	6	66	9
Milwaukee, 1st dist.	1, 021	1, 950	1, 003	438	1, 896	268	.....	2	1	3	61
Milwaukee, 2d dist.	894	1, 845	921	370	1, 180	204	2	5	8	21	33
Monroe.....	1, 931	3, 784	1, 838	1, 216	3, 362	1, 110	6	7	13	18	117
Oconto.....	800	1, 161	617	501	898	240	.....	1	7	88	189
Outagamie.....	2, 074	3, 646	1, 587	1, 333	2, 504	1, 050	1	2	8	34	119
Ozaukee.....	2, 022	3, 569	1, 914	972	2, 432	326	1	.....	12	10	34
Pepin.....	490	908	453	254	740	243	1	3	2	6	45
Pierce.....	1, 112	2, 863	1, 171	611	2, 044	566	6	5	8	8	57
Polk.....	565	1, 056	407	288	820	196	2	2	5	2	26
Portage.....	1, 091	2, 370	1, 240	596	1, 875	555	2	3	4	29	110
Racine.....	1, 321	2, 635	1, 415	690	1, 907	617	3	1	1	.....	19
Richland.....	1, 697	3, 257	1, 728	1, 163	2, 976	1, 246	3	8	16	4	99
Rock, 1st dist.	924	2, 157	1, 262	681	1, 955	886	1	1	3	.....	59
Rock, 2d dist.	931	1, 868	1, 201	593	1, 775	639	3	3	4	1	75
St. Croix.....	886	1, 965	797	605	1, 555	580	.....	4	8	9	102

TABLE No. X.—*Special Statistics of School Attendance—continued.*

COUNTIES.	Number of children between 4 and 7 years of age in the county.	Number of children between 7 and 15 years of age in the county.	Number of persons between 15 and 30 years of age in the county.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of children between 15 and 30 years of age who have attended school.	Number incapacitated for vision.	Number incapacitated for hearing.	Number incapacitated for instruction from defect of intellect.	No. between 15 and 30 years of age who cannot read or write in any language.	Number over 30 years of age who cannot read or write in any language.
Sauk.....	2,362	4,855	2,748	3,101	4,166	3,932	8	10	13	7	123
Shawano.....	594	944	377	257	386	111	3	1	1	.....	4
Sheboygan.....	2,637	5,439	2,871	1,369	3,930	1,173	1	12	10	15	90
Trempealeau.....	1,374	2,426	1,115	652	1,831	596	2	.....	6	46	46
Vernon.....	2,081	3,575	1,976	1,179	3,065	1,018	.....	7	10	.....	51
Walworth.....	2,027	4,424	2,638	1,063	3,536	1,273	5	7	10	5	106
Washington.....	2,374	4,344	2,548	1,135	3,203	767	3	7	4	2	88
Waukesha.....	2,479	4,941	2,982	1,860	4,054	1,526	5	6	17	12	107
Waupaca.....	1,840	3,452	1,661	1,009	2,770	742	.....	8	10	11	76
Waushara.....	1,036	2,117	1,152	705	1,844	715	4	7	4	81	98
Winnebago.....	1,675	3,441	2,077	899	2,991	1,140	1	2	5	8	37
Wood.....	376	703	310	265	499	156	2	2	.....	5	78
Totals.....	86,710	171,390	89,800	50,963	138,112	45,776	124	276	445	853	5,874

TABLE No. XI.

NUMBER OF CERTIFICATES ISSUED.

BY COUNTIES.

COUNTIES.	MALE TEACHERS.			FEMALE TEACHERS.			Total.
	1st Gr.	2d Gr.	3d Gr.	1st Gr.	2d Gr.	3d Gr.	
Adams		3	8			60	71
Ashland		1	4				5
Barron			9			29	38
Bayfield							
Brown							
Buffalo		5	30		2	59	96
Burnett						4	4
Calumet		3	25		2	53	83
Chippewa			3			41	44
Clark			10			44	54
Columbia	5	15	102	1	12	258	393
Crawford							
Dane, 1st dist	2	7	66		7	120	202
Dane, 2d dist	4	9	59	2	6	126	206
Dodge, 1st dist	4	19	57		10	123	213
Dodge, 2d dist	2	6	31		30	94	163
Door			27			35	62
Douglas	3	1			1	6	11
Dunn	1	3	39		3	107	153
Eau Claire	1	3	8	2	6	40	60
Fond du Lac, 1st dist							
Fond du Lac, 2d dist	3	3	49		11	95	161
Grant	8	18	80	2	9	218	335
Green		2	47		3	125	177
Green Lake	2	2	18	4	12	120	158
Iowa			40	1	5	116	162
Jackson	3	4	19		11	92	129
Jefferson	5	6	59		6	137	213
Juneau	3	4	30			85	123
Kenosha	1	7	27		13	58	106
Kewaunee			25			41	66
La Crosse		4	40			72	116
La Fayette	11	8	73	17	16	131	256
Manitowoc		2	69		2	71	144
Marathon	1	2	29			28	60
Marquette		6	22	2	11	86	127
Milwaukee, 1st dist		3	14		4	38	59
Milwaukee, 2d dist	1	2	16			28	47
Monroe	1	3	39		3	106	152
Oconto	1	2	1	1	2	27	34
Outagamie		9	26			92	127
Ozaukee		4	37		3	35	79
Pepin			8	1		22	31
Pierce	1		13	1	3	52	70

TABLE No. XI.—*Number of Certificates Issued*—continued.

COUNTIES.	MALE TEACHERS.			FEMALE TEACHERS.			Total.
	1st Gr.	2d Gr.	3d Gr.	1st Gr.	2d Gr.	3d Gr.	
Polk	1	.....	28	1	4	48	82
Portage	2	1	17	.....	.....	86	106
Racine	3	7	29	...	13	111	163
Richland	1	10	67	2	.....	153	233
Rock, 1st dist ..	.....	6	39	.....	8	125	178
Rock, 2d dist ..	2	1	19	4	3	110	139
St. Croix	4	5	22	1	8	60	100
Sauk	5	3	68	1	5	153	235
Shawano .....	.....	1	9	.....	2	19	31
Sheboygan	2	4	36	1	2	94	139
Trempealeau .....	.....	7	36	.....	2	63	108
Vernon	4	7	34	.....	.....	111	156
Walworth	1	.....	66	.....	3	169	236
Washington	3	2	30	.....	4	68	107
Waukesha	1	1	62	.....	5	152	231
Waupaca .....	.....	.....	28	.....	.....	57	85
Waushara	1	14	17	1	13	126	172
Winnebago	5	5	41	3	3	98	155
Wood	1	.....	13	3	.....	41	57
Totals	99	240	1,920	50	208	4,918	7,495

TABLE NO. XII.

TEACHERS' INSTITUTES.

COUNTIES.	Where held.	By whom Conducted.	Teachers Present.	No. of days Institute con't'd.	When held.
Buffalo.....	Alma.....	A. O. Wright.....	70	4½	Aug. 24-28, 1874
Calumet.....	Chilton.....	A. F. North and J. H. Terry.....	61	20	Aug. 17—Sept. 11
Clark.....	Neillsville.....	R. Graham.....	51	5	April 6, 1874
Columbia.....	Portage.....	A. Salisbury.....	103	5	October 12, 1874
Dane, 1st.....	Stoughton.....	D. McGregor and W. H. Chaidler.....	79	5	March 23-30, 1874
Dane, 2d.....	Mazomanie.....	D. McGregor and M. S. Frawley.....	70	5	April 6-11, 1874
Dodge, 1st.....	Beaver Dam.....	A. Salisbury.....	81	4	Sept. 23, 1874
Dodge, 2d.....	Horicon.....	A. Salisbury.....	54	5	Oct. 5-10 1874
Door.....	Sturgeon Bay.....	R. Graham and C. Daniels.....	9	5	Sept. 28—Oct. 2
Dunn.....	Menomonie.....	A. Salisbury.....	90	5	March 25-31, 1874
Eau Claire.....	Eau Claire.....	R. Graham, Hutton and Howland.....	82	5	April 13-17, 1874
Fond du Lac, 1st.....	Brandon and Fond du Lac.....	R. Graham and G. S. Albee.....	160	5	Sept. 14, 1874
Fond du Lac, 2d.....	Fond du Lac.....	R. Graham.....	106	5	Sept. 14, 1874
Grant.....	Platteville and Hazel Green.....	D. McGregor.....	105	20	August, 1874
Green.....	Monroe.....	W. H. Chandler and D. H. Morgan.....	80	5	Oct & Nov., 1874
Green Lake.....	Berlin and Kingston.....	R. Graham and V. V. Barnes.....	134	45	Aug. Sept., Oct.,
Iowa.....	Dodgeville.....	D. McGregor.....	60	5	April, 1874
Jackson.....	Black River Falls.....	A. J. Hutton and W. A. De La Matyr.....	45	18	Aug. 17—Sept. 10
Jefferson.....	Fort Atkinson.....	A. Salisbury.....	135	10	April 6, 1874
Kenosha.....	Winnet.....	V. V. Barnes.....	75	5	Sept. 1-11, 1874
La Crosse.....	West Salem.....	D. McGregor.....	58	5	March 16-22, 1874
La Fayette.....	Darlington.....	D. McGregor.....	70	19	Aug. 8-28, 1874
Manitowoc.....	Manitowoc.....	C. F. Viebahn and I. N. Stewart.....	56	24	Sept. 7-12, 1873
Marathon.....	Wausau.....	R. Graham.....	99	24	Sept., '73, Apr., '74
Marquette.....	Packwaukee and Westfield.....	A. Salisbury.....			

TABLE No. XII.—*Teachers' Institutes*—continued.

COUNTIES.	Where held.	By whom Conducted.	Teachers Present.	No. of days in- stitute cont'd.	When held.
Milwaukee, 1st.	Oak Creek.	A. Salisbury	13	3	Sept. 23, 1874
Monroe	Tomah	A. Salisbury and O. R. Smith.	63	20	Aug. 3-23, 1874
Oconto	Oconto	R. Graham	9	3	Sept. 7-9, 1874
Outagamie	Appleton	R. Graham	200	5	March 16-20, 1874
Pepin	Pepin	D. McGregor	33	4	April 14, 1874
Polk	Osceola Mills.	A. Earhman	34	18½	Aug. 18-Sept. 11
Portage	Plover and Amherst.	R. Graham	153	10	Oct., '78, Mar., '74
Racine	Burlington	A. F. North	117	15	Sept. 23-Oct. 17
Richland	Richland Center	Thayer, Earhman and Parker.	34	4	August .., 1874
Rock, 1st.	Boaz	A. Salisbury	28	4	October 13, 1873
Rock, 2d.	West Branch	R. Graham and A. Salisbury.	63	5	March 30-Apr. 3
St. Croix	Evansville.	A. Salisbury	146	9	Aug. 31-Sept. 4
Sauk	Milton and Clinton	R. Graham	55	6	March 16, 1874
Shawano	Richmond	A. Salisbury	68	4	Apr. 14-18, 1874
Sheboygan	Reedsburg	Prof. Barnes and Johnson	98	19	Aug. 3-23, 1874
Trempealeau	Baraboo	R. Graham	20	5	October 5, 1874
Vernon	Shawano	Geo. Skewes	73	5	Aug. 24-28, 1874
Walworth	Plymouth	Amos Whiting.	40	5	Oct. 6, 13, 20 (3 d's)
Waukesha	Coral City, Osseo and Galesville	A. O. Wright.	91	10	Aug. 31-Sept. 5
Waupaca	Viroqua	Geo. Beck and E. H. Sprague.	100	13	Aug. 17-28, 1874
Waushara	Elkhorn	North and Skewes	83	5	September, 1878
Wood	Waukesha	Salisbury and Stewart	65	5	April 3, 1874
	Oconomowoc	R. Graham	200	70	October 12, 1874
	New London	D. McGregor	35	4	Sept. & Oct., 1873
	Wautoma and Pine River	C. L. Powers and J. A. Gaynor.			Mar. & Apr., 1874
	Grand Rapids				Mar. 30-Apr. 3

TABLE No. XII.—*Teachers' Institutes*—continued.

COUNTIES.	Where held.	By whom Conducted.	Teachers Present.	No. of days in- sistence cont'd.	When held.
Milwaukee, 1st.	Oak Creek.....	A. Salisbury	18	8	Sept. 28, 1874
Monroe	Tomah	A. Salisbury and O. R. Smith.....	63	20	Aug. 3-28, 1874
Oconto	Oconto	R. Graham	9	2	Sept. 7-8, 1874
Outagamie	Appleton	R. Graham	200	5	March 16-20, 1874
Pepin	Pepin	D. McGregor	83	4	April 14, 1874
Polk	Oscola Mills	A. Earthman	34	18½	Aug. 18-Sept. 11
Portage	Plover and Amherst.....	R. Graham	153	10	Oct., '78, Mar., '74
Racine	Burlington	A. F. North	117	15	Sept. 28-Oct. 17
Richland	Richland Center	Thayer, Earthman and Parker.....	84	4	August .., 1874
Rock, 1st.	West Branch	A. Salisbury	28	4	October 13, 1873
Rock, 2d.	Evansville	R. Graham and A. Salisbury.....	63	5	March 30-Apr. 3
St. Croix	Milton and Clinton	A. Salisbury	146	9	Aug. 31-Sept. 4
Sauk	Richmond	A. Salisbury	55	6	March 16, 1874
Shawano	Reedsburg	A. Salisbury	68	4	Apr. 14-18, 1874
Sheboygan	Daraboo	Profs. Barnes and Johnson	98	19	Aug. 8-28, 1874
Trempealeau	Shawano	R. Graham	20	5	October 5, 1874
Vernon	Plymouth	Geo. Skewes	73	5	Aug. 24-28, 1874
Walworth	Coral City, Osseo and Galesville.....	Amos Whiting.....	40	9	Oct. 6, 13, 20 (3 d's)
Waukesha	Viroqua	A. O. Wright.....	91	5	Aug. 31-Sept. 5
Waupaca	Elkhorn	Geo. Beck and E. H. Sprague.....	100	10	Aug. 17-28, 1874
Waushara	Waukesha	North and Skewes	83	13	September, 1873
Wood	Oconomowoc	Salisbury and Stewart	65	5	April 2, 1874
	New London	R. Graham	200	70	October 12, 1874
	Wautoma and Pine River	D. McGregor	85	4	Sept. & Oct., 1873
	Grand Rapids	C. L. Powers and J. A. Gaynor.....			Mar. & Apr., 1874
					Mar. 30-Apr. 2

TABLE NO. XIII.—Teachers' Institutes—Special Reports—continued.

COUNTIES.	No. of schools in Co. or Supl. district.	No. of teachers holding Certificates.						Whole No. attending the Institution.			No. attending.				Number who have received instruction in											
		Male.			Female.			Male.	Female.	Total.	No. of days the Institution was in session.	No. attending.			Full term.	Common Schools.		Graded Schools.		Academies.		Colleges or Universities.		Normal Schools.		
		1st gr.	2d gr.	3d gr.	1st gr.	2d gr.	3d gr.					1 day only.	2 days only.	3 days only.		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Marquette.....	56	1	1	3	...	6	20	11	31	42	10	...	...	...	...	11	31	4	16	1	3	...	1	1	2	3
Outagamie.....	97	...	5	68	...	...	27	...	...	250	5	...	...	...	...	8	...	...	...	...	...	...	...	...	...	...
Ontonagon.....	36	2	2	1	1	...	2	1	8	9	2	9	8	...	...	1	8	1	8	...	6	...	...	...	...	...
Pepin.....	28	1	...	5	...	3	18	13	19	32	4	1	7	15	...	6	12	11	8	1	2	2	...	...	...	...
Pierce.....	100	3	...	14	1	2	62	19	66	85	5	20	13	10	42	19	66	6	34	3	10	2	2	1	...	...
Polk.....	52	1	1	26	1	4	60	6	28	34	5	1	...	4	10	5	28	1	15	1	3	2	1	...	...	...
Rock, 2d dist.....	87	2	1	19	4	3	110	40	106	146	81	18	33	36	59	33	5	12	3	5	4	2	4	...	...	...
Richland.....	129	2	10	87	3	...	138	24	93	117	19	...	...	...	...	1	18	24	77	19	63	3	7	2	1	1
Racine.....	76	4	7	24	1	12	86	16	56	72	9	1	...	...	...	2	47	...	...	...	...	...	...	...	...	...
Sheboygan.....	124	2	5	38	1	3	98	28	45	73	5	9	15	5	11	28	45	19	30	2	1	4	1	3	1	...
Sauk.....	160	6	5	86	...	5	147	15	50	65	41	2	1	7	55	...	14	32	2	8	...	...	...	...	...	...
Trempealeau.....	76	...	...	...	...	...	...	18	30	48	10	1	...	...	...	32	18	30	5	7	1	1	6	8	1	3
Vernon.....	110	4	6	46	...	...	91	16	25	41	5	...	6	3	32	16	25	9	14	3	...	3	...	...	...	...
Waukesha.....	121	2	3	57	...	7	140	38	62	85	4	2	6	23	54	22	59	7	21	8	24	10	3	2	5	...
Walworth.....	...	2	4	12	1	4	60	20	70	90	91	1	5	8	60	20	60	8	55	11	13	3	4	9	10	...
Washington.....	102	4	2	6	...	3	7	12	10	22	...	2	2	...	18	...	4	2	5	...	2	6	...	3	...	...
Totals.....	3114	74	144	894	22	111	2034	598	1515	2436	245	165	236	201	1085	416	1001	236	610	89	162	92	64	59	83	...

TABLE No. XIV.
STATISTICS OF CITIES.
SCHOOLS, CHILDREN AND ATTENDANCE.

Cities.	No. of male children over and under 30 years of age.	No. female children over and under 30 years of age.	Whole No. children over and under 30 years of age in city.	No. under 4 years who have attended sch'l.	No. over 30 years who have attended sch'l.	No. over 4 and under 30 years who have attended school.	Total No. different pupils who have attended school during year.	No. days' attendance pupils under 4 yrs.	No. days' attendance pupils over twenty years.	Number of days of attendance over 4 and under 30 years.	Whole number days' attendance of different pupils during year.	No. days school has been taught by qualified teachers.	Per cent. enrollment on No. resident in city.	Per cent. of attendance on No. enrolled.	Number of days lost by absence.
Appleton	1,091	1,226	2,317	1	1,124	1,124	1,125	...	...	101,406	104,433	188	48	51	97,887
Beaver Dam	698	720	1,418	...	859	859	859	...	...	86,317	86,317	200	62	88	11,863
Beloit	753	787	1,540	...	1,048	1,048	1,048	...	...	127,918	127,918	197	68	62	...
Berlin	527	571	1,098	...	692	692	692	...	...	92,841	92,841	200	63	85	42,099
Columbus	300	308	608	1	497	500	500	90	254	55,111	55,455	180	82	70	18,385
Fond du Lac	2,813	2,983	5,796	10	3,074	3,084	3,084	...	800	360,000	360,000	200	...	59	30,000
Fort Howard	609	632	1,241	...	785	785	785	...	...	77,182	77,182	198	61	88	15,484
Grand Rapids	200	207	407	...	...	...	...	...	...	...	...	270	...	...	...
Green Bay	1,086	1,114	2,200	...	1,126	1,126	1,126	...	...	125,295	125,295	200	51	89	14,098
Hudson	398	317	645	...	500	501	501	...	35	47,300	47,300	175	...	...	9,504
Janesville	1,378	1,510	2,888	...	1,820	1,820	1,820	...	...	165,833	165,833	180	63	60	8,966
Kenosha	924	962	1,886	7	698	705	705	...	672	86,743	87,415	189	37	67	...
La Crosse	1,703	1,807	3,510	10	1,944	1,954	1,954	...	493	236,515	237,010	200	55	95	1,248
Madison	1,821	1,847	3,668	...	2,281	2,282	2,282	...	58	216,450	216,508	185	40	90	29,682
Manasha	579	626	1,205	1	542	543	543	...	...	78,718	78,718	200	45	50	...
Milwaukee	16,504	17,173	33,677	12	11,738	11,738	11,750	...	...	1,290,134	1,290,134	196	34	67	313,083
Mineral Point	755	759	1,514	...	660	660	660	...	...	68,234	68,234	180	...	49	6,746
Monro	603	588	1,191	...	932	932	932	...	...	74,004	74,004	200	86	50	19,825
Oak	2,599	2,638	5,237	...	3,416	3,416	3,416	...	...	...	...	200	...	65	...

TABLE No. XIV—Statistics of Cities—Schools, Children and Attendance—continued.

Cities.	No. of male children over 4 and under 20 years of age.	No. female children over 4 and under 20 years of age.	Whole No. children over 4 and under 20 years of age in city.	No. under 4 years who have attended sch'l.	No. over 20 years who have attended sch'l.	No. over 4 and under 20 years who have attended school.	Total No. different pupils who have attended school during year.	No. days' attendance of pupils under 4 yrs.	No. days' attendance of pupils over twenty years.	Number of days of attendance of pupils over 4 and under 20 years.	Whole number days' attendance of different pupils during year.	No. days school has been taught by qualified teachers.	Per cent. enrollment on No. resident in city.	Per cent. of attendance on No. enrolled.	Number of days lost by absence.
Portage	806	761	1,567	....	....	1,075	1,075	....	....	103,821	103,821	200	67	54	17,936
Racine	2,109	2,227	4,336	....	65	2,161	2,226	....	9,100	294,473	303,573	200	50	93	19,643
Sheboygan	1,230	1,244	2,474	....	....	1,081	1,081	....	....	132,458	132,458	192	43	70	8,068
Watertown	1,797	1,854	3,651	....	....	1,274	1,274	....	....	132,316	132,316	200	35	95	8,927
Wausau	390	396	786	....	2	569	571	....	....	60,050	60,236	186	....	..	.....
Totals	41,603	43,257	84,860	3	111	39,896	40,009	90	11,415	4,033,079	4,047,019	4,716	52	71	673,453

TABLE No. XV.—*Statistics of Cities—Teachers, Salaries, Libraries—continued.*

CITIES.	TEACHERS, SALARIES, ETC.										LIBRARIES.					
	Number of teachers re- quired to teach schools.	Number male teachers employed during year.	Number female teachers employed during year.	Whole number teachers employed during year.	Highest salary paid to male teachers during year (per annum).	Average salary paid to male teachers during year (per annum).	Highest salary paid fe- male teachers during year (per annum).	Average salaries paid fe- male teachers during year (per annum).	Number separate school libraries in city.	Whole number volumes added during year.	Whole amount expended for books during year.	Number volumes loaned during year.	Number volumes lost during year.	Whole number of vol- umes in all libraries.	Average number vols. in each library.	Cash value of all the libraries.
Oshkosh	57	2	55	57	1,600	1,300	750	440	1	100	.....	80	.....	230	.....	845
Portage	14	1	13	14	1,000	1,200	450	330	1	.....	.....	.....	.....	.....	.....	.....
Racine	32	5	25	32	2,000	1,360	800	368	.....	.....	.....	.....	.....	200	200	100
Sheboygan	16	3	13	16	1,400	866	300	304	1	.....	.....	.....	.....	500	.....	1,000
Watertown	20	6	15	21	1,350	640	500	370	1	50	100	.....	.....	.....	.....	.....
Wausau	7	1	6	7	1,000	1,000	495	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	604	95	512	623	\$2,300	\$1,148	\$1,000	\$371	13	390	255	80	.....	1,840	141	\$2,945

TABLE No. XVI.—*Statistics of Cities*—continued.
SCHOOL HOUSES AND SITES.

Cities.	Number public school houses in the city.	Number school houses yet required.	Number now being built.	Whole number school children resident in city.	Whole number school houses will accommodate.	Number of school houses sites owned by city.	Number sites containing only one lot.	Number sites containing more than one lot.	Number of sites suitably enclosed.	Number school houses built stone or brick	Highest valuation of school houses and sites.	Cash value of all the public school houses in the city.	Cash value of sites.	Number school houses properly ventilated.	Number school houses for the sexes.	Number schools out-houses in good condition.
Appleton	5	2	1	2,317	1,050	6	...	6	4	3	\$17,500	\$35,000	\$12,000	4	5	5
Beaver Dam	4	...	...	1,410	700	4	...	4	4	3	15,000	30,000	2,500	3	4	4
Beloit	3	1	...	1,540	800	3	...	3	3	3	35,000	52,000	14,000	2	3	3
Berlin	2	...	...	1,098	900	2	...	2	2	...	35,000	42,000	7,000	2	2	2
Columbus	2	...	...	...	500	2	1	1	1	1	7,000	8,000	2,500	2	2	2
Fond du Lac	16	...	...	...	2,544	16	16	16	16	2	50,000	95,000	21,000	16	16	16
Ft. Howard	5	...	...	1,241	750	4	1	3	2	2	20,000	22,000	6,700	4	4	4
Grand Rapids	1	1	1	1,407	200	1	1	...	...	...	5,000	5,000	6,000	...	1	1
Green Bay	4	1	...	2,200	1,000	4	...	4	4	3	30,000	55,000	9,000	1	4	4
Hudson	5	1	1	645	400	3	...	3	2	5	8,000	14,000	3,500	...	5	5
Janesville	5	1	1	2,888	1,140	6	...	6	6	5	50,000	100,000	10,000	4	5	5
Kenosha	3	1	...	1,886	678	2	...	2	2	2	10,000	17,000	3,000	3	3	3
La Crosse	5	0	2	3,510	1,800	7	1	6	7	3	20,000	50,000	9,000	7	7	7
Madison	8	...	...	2,668	1,000	8	1	7	7	8	20,000	96,000	...	8	8	8
Manasha	4	...	...	1,205	460	4	...	4	4	4	45,000	15,000	2,400	2	2	2
Milwaukee	20	3	1	33,677	9,500	20	1	19	18	18	10,000	15,000	...	...	20	20
Mineral Point	2	1	...	1,514	660	2	...	2	2	2	10,000	15,000	...	2	2	2
Oconto	5	3	...	1,191	400	5	2	3	4	...	10,000	22,000	8,000	5	5	5

TABLE No. XVI.—Statistics of Cities.—School Houses and Sites—continued.

Cities.	Number public school houses in the city.	Number school houses yet required.	Number now being built.	Whole number school children resident in city.	Whole number school houses will accommodate.	Number of school houses owned by city.	Number sites containing only one lot.	Number sites containing more than one lot.	Number of sites suitably enclosed.	Number school houses built stone or brick.	Cash value of school houses and sites.	Highest valuation of all the public school houses.	Cash value of sites.	Number school houses properly ventilated.	Number school houses with separate out-houses for the sexes.	Number school houses out-houses in good condition.
Oshkosh.....	11	..	1	..	..	12	...	12	11	4	75,000	10,000	30,000	11	11	11
Portage.....	4	1	1	1,567	950	4	...	4	3	2	10,000	20,000	1,000	3	3	3
Racine.....	6	2	1	4,386	1,600	6	...	6	5	5	15,000	44,000	15,000	..	6	5
Sheboygan.....	4	..	..	2,474	800	..	...	3	2	2	9,500	12,000	4,000	3	4	4
Watertown.....	5	..	..	3,651	1,200	5	...	5	4	3	9,000	20,000	8,000	4	5	5
Wausau.....	3	..	..	786	540	2	...	2	1	1	22,000	24,000	4,000	3	3	3
Totals.....	132	19	10	73,269	30,232	128	8	124	113	81	\$50,000	\$803,000	\$193,400	89	131	131

TABLE No. XVII.—*Statistics of Cities*—continued.
SCHOOL ROOMS, APPARATUS—PRIVATE SCHOOLS.

CITIES.	SCHOOL ROOMS, APPARATUS, ETC.										PRIVATE SCHOOLS						
	Whole number school-rooms occupied.	Number sufficiently supplied with blackboards.	Whole number supplied with illustrative charts.	Whole number supplied with outline maps.	Whole number supplied with a globe.	Whole number supplied with other apparatus.	Whole No. adequately supplied with apparatus.	Cash value of all apparatus, including maps and globes.	Number such schools in the city.	Number which are denominational.	Number of same which are graded.	Whole number teachers employed in the private schools.	Number pupils taught in such schools.	Number taught who have not attended the public school during the year.	Average number of days such schools have been taught.	Average number pupils in daily attendance.	
Appleton	16	16	5	10	5	2	...	\$400	3	1	...	5	300	250	180	200	
Beaver Dam	11	11	11	11	9	11	...	100	2	2	...	4	150	120	140	125	
Beloit	17	14	6	2	3	1	...	600	2	1	1	3	300	...	...	...
Berlin	14	14	14	14	6	14	14	500	1	1	...	1	40	40	200	30	
Columbus	8	8	2	8	...	...	...	50	2	1	...	2	50	...	...	...
Fond du Lac	47	49	15	9	15	4	...	400	13	5	3	21	985	800	...	650	
Fort Howard	9	9	2	2	2	1	...	150	...	...	...	...	...	...	...	...
Grand Rapids .....	...	...	...	...	...	...	...	50	...	...	...	...	...	...	...	...
Green Bay	14	14	14	14	12	3	...	100	5	2	...	8	300	...	200	...	
Hudson	7	7	3	3	2	1	1	200	2	...	...	5	90	50	45	50
Janesville	25	25	2	2	1	...	...	50	6	1	...	7	250	130	150	150
Kenosha	13	13	4	4	2	...	...	150	5	3	2	9	481	423	136	383
La Crosse	24	24	5	12	5	7	15	500	4	4	...	7	500	400	200	375	
Madison	24	24	24	24	24	24	24	600	5	2	1	10	...	...	...	...
Menasha	7	7	4	5	2	4	...	150	...	...	...	...	...	...	...	...
Milwaukee	160	...	...	...	...	5	1	...	50	32	...	217	8,424	...	220	7359
Mineral Point	11	10	10	10	2	1	1	100	3	3	...	6	...	...	...	...
Oconto	8	8	8	8	5	...	5	275	1	1	...	...	20	...	...	...

TABLE No. XVII.—*Statistics of Cities—School Apparatus, etc.—continued.*

Cities.	SCHOOL ROOMS, APPARATUS, ETC.										PRIVATE SCHOOLS.					
	Whole number school-rooms occupied.	Number supplied with black-boards.	Whole number supplied with illustrative charts.	Whole number supplied with outline maps.	Whole number supplied with a globe.	Whole number supplied with other apparatus.	Whole No. adequately supplied with apparatus.	Cash value of all apparatus, including maps and globes.	Number such schools in the city.	Number which are denominational.	Number of same which are graded.	Whole number teachers employed in the private schools.	Number pupils taught in such schools.	Number taught who have not attended the public schools during the year.	Average number of days such schools have been taught.	Average number pupils in daily attendance.
Oshkosh	56	56	40	11	12	3	3	.....	6	3	...	21	600	600	150	...
Potomac	11	11	11	11	4	11	11	300	2	2	...	3	200	200	150	150
Racine	28	28	10	12	8	1	...	600	...	...	...	...	...	...	...	...
Sheboygan	12	12	...	...	2	...	...	500	3	3	2	7	420	350	265	370
Watertown	20	20	20	20	19	20	18	2,000	3	3	3	8	600	500	220	525
Wausau	9	9	...	4	2	...	...	...	2	2	...	3	...	...	...	...
Totals	551	589	200	196	143	113	79	\$7,775	121	73	12	347	13,710	3,863	173	265

TABLE No. XVIII—*Statistics of Cities*—continued.
FINANCIAL STATISTICS—RECEIVED.

Cities.	Money on hand Aug. 31, 1878.	From taxes levied for building and repairing.	From taxes levied for teachers wa- ges.	Tax lev'd for apart- ments and li- brary.	From taxes levied at the annual meet- ing.	From taxes levied by the county sup- erisors.	From income state school fund.	From all oth- er sources.	Total amount received during the year.
Appleton.....	\$3,193 40	\$1,750 00	\$5,243 09	\$74 41	\$5,017 88	\$1,300 00	\$877 80	\$2,533 05	\$30,579 03
Beaver Dam.....	68 86	800 00	4,500 00	.....	\$1,900 00	507 84	588 00	13 25	8,407 45
Beloit.....	1,111 95	.....	.....	.....	15,000 00	.....	682 10	6,581 40	23,275 45
Berlin.....	2,050 00	.....	.....	.....	7,000 00	448 14	408 23	480 00	8,986 86
Columbus.....	18 05	.....	.....	.....	8,700 00	255 73	200 02	207 93	4,439 20
Fond du Lac.....	7,881 96	.....	.....	.....	.....	38,445 00	2,290 98	24 00	47,848 54
Ft. Howard.....	2,489 94	1,308 70	4,519 00	.....	775 00	406 98	477 12	1,540 62	11,521 86
Grand Rapids.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green Bay.....	8,963 00	.....	8,000 00	.....	2,000 00	.....	869 56	21 20	19,873 76
Hudson.....	885 17	5,000 00	3,461 44	.....	.....	257 88	253 05	72 20	9,089 24
Janeville.....	.....	.....	.....	.....	15,000 00	2,205 37	1,484 28	476 84	18,320 00
Kenosha.....	1,597 54	.....	.....	.....	7,900 00	1,600 00	808 04	159 87	12,384 89
La Crosse.....	7,596 54	4,000 00	17,000 00	.....	20,133 48	1,307 52	1,413 30	118 00	30,622 82
Madison.....	14,996 48	.....	.....	.....	21,750 00	1,604 46	1,544 34	443 00	40,328 27
Menasha.....	88 48	1,500 00	2,725 00	100 00	.....	559 90	444 70	300 00	6,496 08
Milwaukee.....	54,440 72	.....	.....	.....	80,723 69	53,010 53	12,245 10	.....	199,420 04
Mineral Point.....	336 59	500 00	3,030 00	.....	.....	572 04	567 00	.....	5,014 63
Oconto.....	.....	.....	.....	.....	.....	462 84	415 88	.....	.....
Oshkosh.....	10,766 64	.....	.....	.....	46,650 76	.....	.....	.....	57,417 40
Portage.....	500 64	4,000 00	.....	.....	5,500 00	646 37	603 96	727 01	11,978 08
Racine.....	.....	.....	.....	.....	15,000 00	5,000 00	1,644 72	389 75	22,034 47
Sheboygan.....	2,924 71	.....	.....	.....	4,996 95	1,000 00	1,016 70	.....	9,938 06
Watertown.....	2,169 54	.....	.....	.....	6,994 50	1,525 86	1,529 64	391 44	12,610 96
Wausau.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	\$122,332 61	18,853 70	\$48,487 53	\$174.41	\$280,641 26	\$110,355 06	30,442 11	14,423 17	\$581,804 42

TABLE No. XIX.—*Statistics of Cities*—continued.
FINANCIAL STATISTICS—PAID.

CITIES.	For building and repairing.	For apparatus and libraries.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For furnishing registers and records.	For all other purposes.	Total amount paid out during the year.	Money on hand Aug. 31, 1874.
Appleton	\$7,672 43	\$124 41	\$2,810 00	\$3,760 00	\$792 50	\$1,053 08	\$1,124 92	\$17,898 26	\$3,246 39
Beaver Dam	255 12	.....	2,000 00	3,040 00	.....	67 11	1,770 97	7,183 20	1,804 25
Beloit	132 94	.....	1,600 00	6,884 00	9,497 28	879 43	2,315 24	21,308 83	1,966 02
Berlin .....	.....	.....	2,850 00	3,100 00	.....	.....	.....	7,283 24	3,153 12
Columbus	300 00	.....	1,116 67	2,025 00	289 56	44 37	763 79	4,489 29	.....
Fond du Lac	17,843 27	270 46	3,070 00	16,940 83	540 00	1,820 97	6,452 50	46,988 03	910 51
Ft. Howard	1,554 67	.....	1,000 00	3,430 95	580 93	514 34	1,065 86	8,155 25	3,866 11
Grand Rapids .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green Bay	380 45	28 75	1,500 00	6,238 00	.....	880 54	1,420 47	10,448 21	9,425 55
Hudson	4,475 00	.....	.....	2,236 25	.....	.....	1,894 79	8,105 94	.....
Janesville	2,400 00	.....	1,800 00	9,400 00	1,500 00	190 00	3,986 00	19,226 00	.....
Kenosha	586 84	.....	2,200 00	3,690 67	.....	535 22	3,480 23	10,492 96	1,841 96
La Crosse	1,545 69	369 14	6,394 00	10,318 25	4 50	885 15	3,702 84	23,769 57	6,853 27
Madison	13,000 00	86 00	1,800 00	11,428 25	6,750 00	1,131 47	2,968 21	37,153 93	3,244 34
Menasha	1,500 00	100 00	1,300 00	2,290 00	.....	200 80	389 33	5,780 13	715 95
Milwaukee	72 25	1,641 44	.....	.....	.....	.....	.....	141,724 84	57,696 20
Mineral Point	263 80	100 00	900 00	2,555 00	243 70	.....	1,234 74	5,287 24	372 61
Oconto .....	.....	.....	3,110 00	3,515 00	.....	.....	.....	6,625 00	.....
Oshkosh .....	.....	.....	.....	.....	.....	.....	.....	48,650 70	8,766 64
Portage	5,800 00	.....	1,200 00	4,025 00	.....	.....	953 68	11,978 68	.....
Racine	1,600 80	127 96	6,550 00	9,898 75	.....	318 75	4,271 32	.....	22,448 83
Sheboygan	336 75	.....	2,600 00	3,952 00	.....	465 00	1,806 21	9,181 96	766 10
Watertown	409 72	186 38	3,671 25	4,772 50	.....	50 00	1,465 30	10,555 15	2,055 88
Wausau .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	\$60,149 73	\$3,034 54	\$47,371 92	\$113,501 15	\$20,207 42	\$8,871 02	\$40,507 30	\$461,576 41	\$128,018 25

TABLE No. XX—*Statistics of Cities*—continued.

TEXT BOOKS.

Cities.	Spoilers.	Readers.	Mental Arithmetic.	Written Arithmetic.	Grammars.	Geographies.
Appleton	Wats'n&Patterson	Independent.....	Robinson.....	Robinson.....	Harvey&Swinton.	Montieth.
Beaver Dam.....	Sanders Union....	Sanders	Robinson.....	Robinson.....	Swinton & Kerl.	Mitchell.
Beloit.....	Swinton.....	Independent.....	Robinson.....	Robinson.....	Greene	Mitchell.
Berlin.....	Union.....	Union.....	Robinson.....	Robinson.....	Kerl	Guyot.
Columbus	Sanders	Sanders	Stoddard.....	Robinson.....	Kerl	Mitchell.
Fond du Lac.....	Parker & Watson.	Independent.....	Davies	Davies	Harvey.....	Warren.
Ft. Howard.....	Sanders Union....	Sanders Union....	Robinson.....	Robinson.....	Kerl	Mitchell.
Grand Rapids ..	.....	National .....	.....	Ray	Clark	Colton
Green Bay.....	American	Union Series ..	Robinson.....	Robinson.....	Kerl	Mitchell.
Hudson	National	National	Davies	Davies	Brown	Warren.
Janeville.....	Union.....	Union.....	Davies	Robinson.....	Greene	Mitchell.
Kenosha	National	National	Walton	Walton	Kerl & Bullion.	Mitchell.
La Crosse .....	.....	Independent.....	Davies	Davies	Harvey.....	Guyot.
Madison	Sanders Union....	Independent.....	Robinson.....	Robinson.....	Greene	Eclectic.
Menasha .....	.....	Sanders	Robinson.....	Robinson.....	Kerl	Montieth & McN.
Milwaukee .....	.....	McGuffey.....	Robinson.....	Robinson.....	Greene	Guyot.
Mineral Point ..	Swinton	Sanders	Robinson.....	Ray	Greene	Guyot.
Oconto	Wilson.....	Wilson.....	Robinson.....	Robinson.....	Harvey & Pino.	Guyot.
Oshkosh	Swinton.....	Sanders Union....	Robinson.....	Robinson.....	Pino	Cornell.
Portage	Worcester.....	Hillard.....	Robinson.....	Robinson.....	Greene	Mitchell.
Presque	Sanders Union....	Sanders Union....	Stoddard.....	Stoddard.....	Brown & Kerl.	Cornell.
Queboygan	Swinton.....	American	Robinson.....	Robinson.....	Greene	Warren.
Watertown	National	National	Robinson.....	Ray	Swinton.....	Mitchell.
Wausau	National	Independent.....	Davies	Davies	Harvey.....	Warren.

TABLE No. XXI—*Statistics of Cities*—continued.

TEXT BOOKS—continued.

Cities.	United States Histories.	Physiologies.	Algebra.	Geometry.	Latin Grammars and Readers.	Natural Philosophy.
Appleton	Barnes	Cutter	Loomis & Robs'n	Robinson	Harkness .....	.....
Beaver Dam	Barnes	Huxley	Olney	Olney	Harkness	Quakenbos.
Beloit	Anderson	Hitchcock	Robinson	Robinson	Harkness	Cooley.
Berlin	Goodrich	Jarvis	Robinson	Robinson	Allen	Wells.
Columbus	Goodrich	Hutchinson	Robinson	Robinson	Andrews & Stod.	Steele.
Fond du Lac	Swinton	Hitchcock	Davies	Davies	Harkness	Peck's Ganot.
Ft. Howard	Anderson	Cutters	Robinson	Davies .....	.....	Peck's Ganot.
Grand Rapids	Swinton	Steele	Ray .....	.....	.....	Park.
Green Bay	Burnes	Cutters	Robinson	Evans	Allen	Wells.
Hudson .....	.....	14 Weeks	Davies .....	.....	Andrews & Stod.	Wells.
Janesville	Swinton	Cutter	Robinson	Robinson	Andrews & Stod.	Martin.
Kenosha	Barnes	Cutter	Robinson	Davies	Harkness	Rolf & Gillett.
La Crosse	Barnes	Cutter	Robinson	Davies	Harkness	Steele.
Madison	Madison	Brown	Robinson	Loomis	Allen	Norton.
Menasha	Barnes	Steel	Stoddard	Robinson .....	.....	Steele.
Milwaukee	Swinton	Cutter & Dalton	Loomis	Loomis	Allen	Stewart.
Mineral Point	Swinton .....	.....	Robinson	Evans	Hocking	Martin.
Oconto	Swinton .....	.....	Robinson	Davies .....	.....	.....
Oshkosh	Goodrich	Hitchcock	Robinson	Robinson	Harkness	Martin.
Portage	Goodrich	Cutter	Robinson	Robinson	Harkness	Wells.
Racine	Anderson	Huxley	Olney	Olney	Harkness	Steele.
Sheboygan	Swinton	Cutter	Davies	Davies .....	.....	Steele.
Watertown	Barnes	Steele	Robinson	Davies	Brooks	Steele.
Wausau	Barnes .....	.....	Davies	Davies .....	.....	Steele.

TABLE NO. XXXII.—*Statistics of Cities*—continued.

SPECIAL STATISTICS.

Cities.	Number of children between 4 and 7 years of age in the city.	Number of children between 7 and 18 years of age in the city.	Number of persons between 18 and 20 years of age in the city.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 18 years of age who have attended school.	Number of children between 18 and 20 years of age who have attended school.	Number incapacitated for instruction from defect of hearing.	Number incapacitated for instruction from defect of vision.	Number incapacitated for instruction from defect of intellect.	Total No. of persons between 18 and 20 years of age, who cannot read or write, residing in city Aug. 31, 1874.	Total No. of persons over 20 years of age, who cannot read or write in any language, residing in city Aug. 31, 1874.
Appleton.....	608	1,058	651	393	634	96	2	1	1	8	60
Beaver Dam.....	323	719	376	174	493	193	.....	.....	.....	.....	.....
Beloit.....	327	694	504	181	707	160	1	.....	1	2	20
Berlin.....	228	605	265	71	506	106	.....	.....	4	.....	50
Columbus.....	91	450	67	75	380	55	.....	.....	1	.....	.....
Fond du Lac.....	1,336	2,534	1,906	.....	.....	.....	5	7	7	.....	.....
Ft. Howard.....	368	576	1,302	220	522	43	.....	.....	.....	10	28
Grand Rapids.....	181	201	75	.....	.....	.....	.....	.....	4	.....	4
Green Bay.....	597	1,096	507	196	832	102	1	4	.....	.....	.....
Hudson.....	149	346	151	76	300	124	.....	.....	.....	.....	.....
Janesville.....	576	1,511	807	302	1,006	512	3	2	2	.....	56
Kenosha.....	377	977	532	147	458	93	.....	6	1	2	4
La Crosse.....	1,081	1,655	774	429	1,325	190	.....	.....	1	.....	23
Madison.....	889	1,845	899	350	1,724	207	1	3	4	.....	.....
Manasha.....	817	579	309	88	396	59	.....	3	1	.....	.....
Milwaukee.....	8,312	16,720	8,645	3,072	8,287	379	4	35	19	.....	.....
Mineral Point.....	403	670	441	169	491	91	101	1	.....	2	1
Monrovia.....	330	652	219	183	581	.....	176	.....	.....	7	16
Oakosh.....	1,500	2,886	1,351	646	1,989	781	8	6	10	9	45
Portage.....	345	805	417	276	669	179	1	1	4	.....	6

TABLE No. XXII.—*Statistics of Cities—Special Statistics—continued.*

CITIES.	Number of children between 4 and 7 years of age in the city.	Number of children between 7 and 15 years of age in the city.	Number of persons between 15 and 10 years of age in the city.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of persons between 15 and 30 years of age who have attended school.	Number incapacitated for instruction from defect of hearing.	Number incapacitated for instruction from defect of vision.	Number incapacitated for instruction from defect of intellect.	Total No. of persons between 15 and 30 years of age, who cannot read or write in any language residing in city Aug. 31, 1874.	Total No. of persons over 30 years of age, who cannot read or write in any language residing in city Aug. 31, 1874.
Racine	948	2,146	1,202	399	1,527	234	.....	4	2	1	63
Sheboygan	504	1,215	1,755	283	758	41	1	4	11	.....	102
Watertown	831	1,816	1,004	45	1,197	32	1	4	5	25	100
Wausau	256	373	157	143	384	43	.....	.....	.....	.....	.....
Totals	20,812	41,649	22,406	7,917	25,156	3,718	305	80	78	66	577

TABLE No. XXIII—*Statistics of Cities*—continued.

CERTIFICATES.

CITIES.	TO MALE TEACHERS			FEMALE TEACHERS.			Total.
	1st gr'd	2d g'de.	3d g'de.	1st.	2d.	3d.	
Appleton	1	8	.....	.....	2	10	16
Beaver Dam	1	.....	.....	1	2	13	17
Beloit .....	.....	.....	1	.....	.....	18	19
Columbus	1	1	.....	.....	.....	7	9
Fond du Lac .....	.....	2	.....	1	.....	47	50
Ft. Howard	1	.....	.....	.....	4	5	10
Grand Rapids .....	.....	.....	.....	.....	7	.....	7
Green Bay	1	.....	.....	.....	4	10	15
Hudson .....	.....	.....	.....	.....	.....	12	12
Janesville	1	.....	.....	1	.....	33	35
Kenosha	2	.....	.....	4	3	4	13
La Crosse .....	.....	.....	5	.....	.....	29	34
Madison	1	.....	.....	.....	.....	30	31
Menasha	1	.....	.....	.....	1	9	11
Milwaukee	4	.....	8	8	3	40	53
Mineral Point	1	1	.....	.....	.....	8	10
Oconto	1	.....	.....	1	5	2	9
Oshkosh	2	.....	.....	.....	.....	66	68
Portage	1	1	.....	.....	1	13	16
Racine .....	.....	.....	4	.....	.....	28	32
Sheboygan	1	.....	2	.....	.....	13	16
Watertown	1	.....	.....	7	2	8	18
Wausau	1	.....	.....	.....	.....	6	7
Totals	22	8	15	23	34	411	518

TABLE No. XXIV.

SUMMARIES OF STATISTICS.

	COUNTIES.	CITIES.	TOTALS.
Number of children over four and under twenty years of age.....	368,301	84,860	453,161
Number of children over four and under twenty years of age in districts maintaining school five or more months.....	364,174	84,860	449,034
Number of children over four and under twenty years of age who have attended school.....	236,982	39,896	276,878
Total number of the different pupils who have attended the public schools during the year	237,509	40,009	277,518
Number of days' attendance of pupils over four and under twenty years of age.....	16,867,785	4,038,079	20,900,864
Total number of days attendance of different pupils during the year....	17,043,596	4,047,016	21,090,612
Number of days school have been taught by qualified teachers.....	799,782	4,716	804,498
Number of children who have attended private schools.....	4,688	3,863	8,551
Number of schools with two departments	143	67	210
Number of schools with three or more departments	107	65	172
Number of teachers required to teach the schools.....	5,552	604	6,126
Number of different persons employed as teachers during the year.....	8,709	623	9,332
Number of public school houses	4,981	132	5,113
Number of pupils the school houses will accommodate.....	289,174	30,232	319,406
Number of school-houses built of brick or stone.	605	81	686
Number of school-houses with out-houses in good condition	3,025	131	3,156
Highest valuation of school-house and site	45,000	75,000	.....

AGGREGATE OF VALUE AND EXPENDITURES.

	COUNTIES.	CITIES.	Totals.
Total valuation of school-houses. . . .	\$2,910,875	\$803,000	\$3,713,875
Total valuation of sites.	296,718	193,400	490,118
Total valuation of apparatus	109,865	7,775	117,140
Amount expended for building and repairing.	224,531	60,149	284,680
Amount expended for apparatus and libraries.	18,728	3,034	16,762
Amount expended for teachers' wages.	1,141,822	160,872	1,302,694
Amount expended for old indebtedness.	79,498	20,207	99,705
Amount expended for furniture, registers and records	80,431	8,871	89,302
Amount expended for all other purposes.	187,135	40,507	227,642
Total amount expended	\$4,994,103	\$1,297,815	\$6,291,918

TABLE No. XXV.

DISTRIBUTION OF DICTIONARIES.

STATEMENT showing the counties, towns and districts which have been supplied with Dictionaries, during the year ending December 10, 1874.

COUNTIES.	TOWNS.	No. of Districts.	No. of Copies.
Barton	Barton	8, 4	2
	Dallas	2	1
	Prairie Farm	2	1
	Prairie Farm and Dallas	1	1
Brown	Fort Howard, city	3 Depts., 1	3
	Green Bay	4	1
	Green Bay, city	2 Depts.,	2
	Morrison	4	1
Buffalo	Naples	4	1
Calumet	Harrison	2	1
	Rantoul	5	1
Chippewa ...	Anson	5, 6, 7, 8, 9, 10	6
	Auburn	1	1
	Bloomer	9	1
	La Fayette	6, 10	2
Clark	Sigel and Edson	1	1
	Colby	2	1
	Colby and Mayville	2	1
	Hixon	8	1
	Mayville	1	1
	Perkins	1	1
	Pine Valley	3 Depts., 4	3
	Washburn	1, 2	2
	Weston	5, 6	2
	Newport, and Dell Prairie, Adams county	6	1
Crawford	Randolph	3	1
	Freeman and Utica	5	1
	Prairie du Chien	9	1
	Union	3	1
Dane	Madison, city	3 Depts.,	3
Dodge	Beaver Dam, city	5 Depts.,	5
Door	Gardner	3	1
Douglas	Superior	3 Depts., 1	3
Dunn	Grant	5	1
	Menomonee	7 Depts., 1	7
Eau Claire	Stanton	6	1
	Augusta, village	1 Dept., 3	1
	Bridge Creek	1	1
	Otter Creek	3, 6, 7	3
	Seymour	2	1
	Washington	1, 4	2

TABLE XXV.—*Distribution of Dictionaries*—continued.

COUNTIES.	Towns.	No. of Districts.	No. Copies.
Fond du Lac	Empire.....	8	1
	Oakfield.....	2d Dept. 1	1
	Ripon.....	2 Depts., 5	2
Grant... ..	Beetown.....	5	1
	Bloomington.....	2	1
	Boscobel and Marlon.....	1 Dept., 1	1
	Cassville.....	3	1
Green	Cadiz.....	5	1
Iowa	Wyoming.....	5	1
Jackson	Alma.....	10	1
	Hixton.....	9	1
	Millstown.....	2	1
Jefferson	Cold Spring and Koshkonong ..	3	1
	Jefferson.....	16	1
Juneau	Lisbon.....	1 Dept., 5	1
Kenosha	Salem and Randall.....	2d Dept, 9	1
Kewaunee	Ahnapee.....	6	1
La Crosse	La Crosse, city.....	3 Depts., .	3
La Fayette.....	Gratiot.....	8	1
	Seymour.....	10	1
	Eaton and Liberty.....	2d Dept., 1	1
Manitowoc	Manitowoc, city.....	4 Depts., 1, 7	4
	Jenny.....	1 Dept., 1	1
	Stettin.....	7	1
Marathon	Texas.....	5	1
	Wausau, city.....	8 Depts., 1	3
	Granville.....	12	1
	Lake.....	1 Dept., 1	1
	Milwaukee, city.....	31 Depts., .	31
Monroe	Oak Creek.....	1 Dept., 1	1
	Lincoln.....	15	1
	Gillett.....	4	1
Oconto	Marinette.....	2 Depts., 1	2
	Appleton, city.....	1 Dept., 4	4
	Cicero.....	4	1
Outagamie	Seymour.....	5	1
	Waterville.....	7	1
Pepin	El Paso.....	5	1
Pierce	Rock Elm.....	1, 12	2
	Union.....	3	1
	Lorraine.....	1	1
Polk	Osceola.....	6, 7	2
	Stevens Point, city.....	1 Dept., 1	1
Portage	Burlington.....	2 Depts., .	2
Racine	Westford.....	5	1
Richland	Bradford, and Darlen, Wal. Co..	14	1
Rock.....	Janesville, city.....	4 Depts., .	4
	Turtle.....	5	1
	Eau Galle.....	1	1
	Pleasant Valley.....	4	1
	Richmond.....	4	1
Sapk	Springfield.....	1, 3	2
	Woodland.....	8	1
	Hartland.....	4	1
Shawano	Maple Grove.....	2	1
	Mayville.....	1	1
	Shawano.....	1, 2	2

TABLE No. XXV—*Distribution of Dictionaries—con.*

COUNTIES.	Towns.	No. of District.	No. Copies.
Trempealeau	Albion	1	1
	Arcadia	11, 12	2
	Burnside	5	1
	Etrick	8, 9	2
	Sumner	7	1
Vernon	Greenwood	8	1
	Harmony	2d Dept., 2	1
Walworth	Delavan	Inst. Df. & Dumb.	8
Washington	Farmington	1 Dept., 2	1
	Hartford	10	1
Waukesha	Delafield and Genesee	1 and 8	1
	Menomonee	1 Dept., 1	1
	Waukesha	3 Depts., 1	3
Waupaca	Dupont	3	1
	Helvetia	8	1
Waushara	Rose	4	1
Winnebago	Neenah	5	1
	Oshkosh, city	2 Depts., 1	2
	Rushford	3	1
	Vinland	7	1
Wood	Centralia	4	1
	Sigel	4	1

STATEMENT showing the Districts to which Dictionaries have been sold during the year ending December 10, 1874.

COUNTIES.	Towns.	No. of District.	No. Copies.
Brown	Glenmore	3	1
Columbia	Courtland	3	1
	Lowville	3	1
	Otsego	3	1
Dane	Wyocena	1	1
	Black Earth, Mazoma'e & Arena	7	1
	Dunkirk and Pleasant Springs	5	1
	Fitchburg	9	1
	Madison	2 Depts.,	2
	Middleton	8	1
	Rutland	6	1
	Sun Prairie	4	1
Dodge	Trenton	1, 10	2
Fond du Lac	Fond du Lac, city	10 Depts.,	10
	Lamartine	7	1
Grant	Ripon	11	1
Green	Wyalusing and Patch Grove	1	1
	Cadiz	4	1
Green Lake	Exeter	4	1
	Berlin and Brooklyn	6	1
	Saint Marie and Seneca	9	1
Iowa	Mineral Point, city	2 Depts.,	2
Jefferson	Oakland	14	1
	Waterloo	3	1
Juneau	Plymouth	1	1

TABLE No. XXV.—*Dictionaries Sold*—continued.

COUNTIES.	Towns.	No. of Districts.	No. of Copies.
Kenosha	Kenosha, city.....	4 Departments.	4
	Pleasant Prairie and Somers....	10	1
La Fayette	Elk Grove.....	8	1
	Shullsburg	5	1
	Wayne	5	1
Manitowoc	Cato	2	1
	Franklin	14	1
	Meeme	1	1
	Rockland	2	1
	Two Creeks.....	2	1
Milwaukee	Oak Creek	1	1
Monroe	Angelo and La Fayette.....	1	1
	Sparta.....	8	1
Oconto	Peshtigo	8	1
Pierce.....	El Paso	4	1
	Hartland and Isabel.....	2	1
	River Falls.....	2	1
Portage	Almond	2	1
	Plover.....	1	1
Racine	Raymond.....	5	1
Richland	Bloom	8	1
	Forest and Liberty.....	9	1
	Ithica and Buena Vista	1	1
Rock.....	Harmony.....	8	1
	Turtle.....	5	1
St. Croix	Somerset and Star Prairie....	1	1
Sauk	Baraboo, Fairfield and Greenfield	1	1
	Reedsburg.....	1	1
Sheboygan	Lyndon, Plymouth & Sheb. Falls	16	1
	Sheboygan Falls.....	2	1
	Sherman	1	1
Trempealeau	Etrick.....	1	1
	Sumner	2	1
Vernon.....	Franklin	4	1
Walworth	Darien	3	1
	La Fayette, Sugar Creek & Troy	9	1
	Sharon, Walworth and Darien..	4	1
Washington	Germantown.....	4	1
	Hartford	4	1
Waukesha.....	Genesee	4	1
	Lisbon	1	1
	Lisbon and Pewaukee.....	2	1
	Menomonee	1	1
	Vernon	3	1
Waupaca.....	Farmington	1	1
	Fremont	2	1
	Lind	2	1
	Royalton	11	1
Waushara	Leon	1,5	2
	Plainfield	8	1
	Warren	1,18	2
Winnebago.....	Black Wolf.....	4	1
	Omro	1	1
	Omro and Winneconne.....	7	1
	Utica	4,5	2
	Vinland	8	1
	Vinland and Clayton.....	1	1
	Vinland and Oshkosh.....	3	1
	Winchester	1	1

COUNTY AND CITY SUPERINTENDENTS.

1875.

COUNTY SUPERINTENDENTS.

COUNTY.	SUPERINTENDENTS NAME.	POST OFFICE.
Adams	J. M. Higbee	Painville.
Ashland	John W. Bell.....	La Pointe.
Barron	W. Bird.....	Shetek.
Bayfield	John McCloud	Bayfield.
Brown	M. H. Lynch.....	De Pere.
Buffalo	L. Kessinger.....	Alma.
Burnett.....	John G. Fleming	Grantsburg.
Calumet	W. B. Minaghan	Chilton.
Chippewa.....	J. A. Bate	Chippewa Falls.
Clark	R. J. Sawyer.....	Neillsville.
Columbia.....	Kennedy Scott.....	Cambria.
Crawford	Thos. L. Redlon	Wheatville.
Dane, (1st)	W. H. Chandler.....	Sun Prairie.
Dane, (2d)	M. S. Fawley	Black Earth.
Dodge, (1st)	John T. Flavin	Watertown.
Dodge, (2d)	A. K. Delaney	Hustisford.
Door	Chris Daniels.....	Sturgeon Bay.
Douglas	Thomas Clark	Superior.
Dunn	Geo. Shafer.....	Menomonee.
Eau Claire.....	Joseph F. Ellis	Eau Claire.
Fond du Lac, (1st).....	W. L. O'Connor	Rosendale.
Fond du Lac, (2d).....	Jas. J. Kelley.....	Osceola.
Grant.....	G. M. Guernsey.....	Platteville.
Green	D. H. Morgan.....	Monroe.
Green Lake.....	A. A. Spencer.....	Berlin.
Iowa	Albert Watkins	Mineral Point.
Jackson	T. P. Marsh	Pole Grove.
Jefferson	S. A. Craig	Fort Atkinson.
Juneau	G. P. Kenyon.....	New Lisbon.
Kenosha	Jas. P. Briggs.....	Kenosha.
Kewaunee	John M. Read.....	Kewaunee.
La Crosse.....	S. W. Leete.....	West Salem.
La Fayette.....	Thos. J. Van Meter	Fayette.
Manitowoc	Michael Kirwan	Manitowoc.
Marathon	Thamas Greene.....	Wausau.
Marquette	Henry M. Older	Packwaukee.
Milwaukee, (1st)	Thos. O. Herrin	Oak Creek.
Milwaukee, (2d).....	James L. Foley.....	Butler.
Monroe.....	A. E. Howard.....	Sparta.
Oconto	A. T. Stearns	Oconto.
Outagamie.....	Patrick Flanagan.....	Pppleton.
Ozaukee	E. H. Janssen.....	Cedarburg.
Pepin	M. B. Axtell.....	Pepin.
Pierce	R. L. Reed.....	Prescott.
Polk.....	Charles E. Mears	Osceola Mills.

County Superintendents—continued.

COUNTY.	SUPERINTENDENTS NAME.	POST OFFICE.
Portage.....	Jas. O. Morrison.....	Plover.
Racine	Thomas Malone	Rochester.
Riceland	W. J. Waggoner	Richland Center.
Rock, (1st)	E. A. Burdick.....	Janesville.
Rock, (2d).....	J. B. Tracy	Milton.
St. Croix.....	F. P. Chapman	New Richmond.
Sauk	Jas. T. Lunn.....	Ironton.
Shawano	C. R. Klebesadel.....	Shawano.
Sheboygan.....	M. D. L. Fuller.....	Plymouth.
Trempealeau.....	J. B. Thompson	Osseo.
Vernon	O. B. Wyman.....	Viroqua.
Walworth.....	S. P. Ballard	Sharon.
Washington.....	Fred. Regenfuss.....	West Bend.
Waukesha	Isaac N. Stewart	Waukesha.
Waupaca	Justus Burnham	Waupaca.
Waushara.....	T. S. Chipman.....	Berlin.
Winnebago.....	F. A. Morgan.....	Winneconne.
Wood	C. L. Powers	Grand Rapids.

CITY SUPERINTENDENTS.

CITIES.	SUPERINTENDENTS.	CITIES.	SUPERINTENDENTS.
Appleton	A. H. Conkey....	La Crosse	J. W. Weston
Beaver Dam.....	James S. Dick...	Madison	Sam'l. Shaw.
Beloit	Fayette Royce....	Menasha.....	Elbridge Smith.
Berlin.....	N. M. Dodson ...	Milwaukee	J. McAlister.
Columbus	S. O. Burrington.	Mineral Point ..	Thos. Priestly.
Fond du Lac.....	C. A. Hutchins ..	Oconto	D. P. Moriarty.
Fort Howard	R. Chappell	Oshkosh	H. B. Dale.
Grand Rapids	Henry Hayden...	Portage	G. J. Cox.
Green Bay.....	A. H. Ellsworth ..	Racine	A. C. Fish.
Hudson	H. W. Slack	Sheboygan	John H. Plath.
Janesville	W. D. Parker....	Watertown	Wm. Bieber.
Kenosna.....	H. M. Simmons ..	Wausau	B. W. James.



